

COMMUNITY FACILITIES AND SERVICES

A SUBSTUDY OF THE REGIONAL OFFICIAL PLAN

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INVENTORY
EDUCATION

THE PLANNING AND DEVELOPMENT DEPARTMENT OF
THE REGIONAL MUNICIPALITY OF HAMILTON-WENTWORTH

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1.0 INTRODUCTION

Education has been a top priority consideration in Ontario and Canada since the early 60's. In 1969, 20 cents of every tax dollar collected from all sources by all levels of government went to education (8.5% of the GNP).¹ In Ontario alone in 1973, 30.4% of all expenditures of the Province were dedicated to education.²

While education was recognized as being a priority, its role in relation to other community services was overlooked. It is now evident that education can no longer be separated from other human services such as recreation, social and health services, libraries and so on.

Recognizing that there are important links between the educational system and the community, this study is being conducted as a part of the Community Facilities and Social Services Substudy of the Regional Official Plan.

2.0 PURPOSE AND SCOPE

This study is being undertaken in conjunction with other studies in preparation of a Community Facilities and Services document for the Regional Official Plan. The objectives of the Study are as follows: -

- to develop an inventory of educational facilities and programmes in the Hamilton-Wentworth Region,

- to examine the interrelationship among education planning, land use planning and community planning,

- to identify the relevant issues in education and develop appropriate Regional goals and objectives as they relate to planning,

- to examine the emerging trends in education in relation to planning,

- to investigate the cost of providing education in the Region,

- to develop standards for the provision of education facilities in the Region.

As well as giving a general overview of the education system, this Report will examine the development and organizational structure of the Boards of Education, and focus on areas such as enrolment trends, community use of schools, special education programmes, private schools, post-secondary education, and the relationship of education to other community services.

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1. Invitational Conference on Educational Planning, Banff, Alberta, 1970, pg. 31.
 2. The Royal Commission on Metropolitan Toronto, Social Policy in Metropolitan Toronto, 1975, pg. 34.

3.0 STUDY METHODOLOGY

Several approaches were used to gather background information for the study:

Relevant Provincial documents and publications were reviewed to identify Provincial policies and programmes for education.

A questionnaire was prepared and administered to the three Boards of Education in the Region. As well, one was prepared and sent to both Mohawk College and McMaster University.

Interviews were held with the Ministry of Education - Niagara Branch and the Architectural Services Section.

4.0 SUMMARY

4.1 Education Planning

In recent years there has been much criticism about the lack of foresight and planning by the educational system. Education planning, which is the process of linking school curriculum planning with the planning of land-use, facilities, and materials and the provision of teachers, in recent years has become a high priority for both local and Provincial education authorities. In the process of establishing an effective education programme for the community it serves, each education system prepares a set of goals, policies and priorities. Detailed studies, including those on school enrolment projections are needed to give decision makers a better understanding of the issues and problems at hand. As well, these studies give the public an indication of the basis on which decisions are made.

4.1.1 School Enrolment Projections

Projecting future school enrolment is an essential prerequisite for effective education planning at both the local school board and Provincial levels. A number of methods of calculating school enrolment projections exist and are briefly outlined in the Inventory Report. The calculation of long-term projections at the school board level is, however, a difficult task. It is more reasonable for school boards to prepare short-term (1 to 3 year) enrolment projection while the Province involves itself in projecting long-term enrolments (beyond 5 years).

For both long-term and short-term education planning, demographic analysis of the population must be undertaken. The composition of the population in an area will determine the number of school-age children to be educated.

A number of major demographic factors influence school enrolment, such as the age structure of the population, birth rates, mortality rates, fertility rates, migration and probable years of school attendance. In addition, a number of other factors such as fluctuations in school age population, shifts in participation rates of pupils, expansion of the separate school system, and expanding residential development may complicate the process of projecting school enrolment for an area.

4.1.2 School Facilities Planning

In addition to analyzing the population in the community and projecting school enrolments, a school board must also have a comprehensive understanding of the present and future land-use patterns of the area it serves and adjacent areas which may affect it. The location of school sites and the allocation of

land for school buildings are important considerations for both land use planning authorities and school boards. School boards refer to local official plans, zoning by-laws, neighbourhood plans, and subdivision proposals for information on the staging and type of development and population distribution in their areas. This type of information is used by school boards to determine the need for new schools, the location of school sites, the type of schools to be built and their capacities.

Guidelines for the provision of schools are generally determined by local school boards in conjunction with the Ministry of Education. Guidelines are discussed in the Report and cover the following areas:

- minimum school sites in acres,
- location by school type,
- minimum classroom size,
- maximum pupils per classroom (pupil loadings),
- pupil enrollment by school, and
- walking distances.

The detailed guideline requirements are indicated in Table 1A.

4.2 The Education System in Hamilton-Wentworth Region

Schools in Ontario are regulated by the Ministry of Education through the legislation of the Ontario Education Act, 1974. The local school boards are given responsibility for setting policies to implement school programmes that reflect the local community needs.

By provincial authority, the three Boards of Education in this Region namely The Board of Education for the City of Hamilton, The Hamilton-Wentworth Separate School Board, and The Wentworth County Board of Education are responsible for the administration of public education in their respective jurisdictions. In conformance with Provincial legislation, the Boards are responsible to the Ministry of Education which funds major local education expenditures. All three Boards are elected bodies, completely autonomous at the local level.

The implementation of Regional Government in Hamilton-Wentworth had no major effects on the system of education in this Region. The Boards have continued to function in the same manner as in the past except for some minor organizational changes.

4.3 The Cost of Education

4.3.1 Provincial Costs for Education

In 1975-76, the Government of Ontario estimates that 26.8% of its total budget will go to education (17% to local school boards and 10% to other education costs). In dollar terms, this will mean that out of a total budget of 10.2 billion dollars, 2.7 billion is allocated for education.

Between 1970 and 1974 local educational expenditures throughout the Province increased 24%. However, this 24% growth was significantly less than that of other sectors of local government expenditures.

4.3.2 The Costs of Education in the Region

Education at the local level is funded through a financial arrangement between the Province and local school boards. The cost-sharing formulae for each school board is comprised of Provincial grants and municipal school taxes.

In 1974, the education costs incurred by the three local school boards in the Region totalled approximately 106 million dollars. This amount accounted for an increase of 18.67% from 1971. Expenditures vary among the three school boards, as do per pupil costs. As well, Provincial funding to each of the boards is distinctive.

4.4 Enrolment Trends

Throughout the education system an enormous rise in student enrolments at the elementary, secondary, and post-secondary school levels took place during the 1950's and 1960's. However, in the late 1960's, Ontario school enrolments stabilized and soon began to show decreasing figures.

The Board of Education for the City of Hamilton began to witness decreasing school enrolments at the elementary and secondary school levels, beginning in 1967 and 1972 respectively. Similarly, the Wentworth County Board of Education school enrolment figures at the elementary and secondary levels began to decrease in 1970 and 1974 respectively. School enrolments for the Hamilton-Wentworth Separate School Board have been decreasing since 1972. The greatest decreases in enrolment for all school boards have been at the elementary school level.

4.5 Education Issues and Goals

In preparing the Education Inventory a number of issues in education emerged. Some of the issues were identified from discussions held with the three local school boards, and the Ministry of Education, while others were highlighted in education publications and Provincial government reports.

This section of the Report outlines some of the major local education issues and proceeds to suggest goals for education planning in this Region. No assumptions are made that either all the areas of concern have been identified or that those identified are of primary local importance.

We believe they do reflect areas of concern for local school planning. The intention is to generate discussion and receive input from the local school boards, school board trustees, home and school associations and the general public before final goals are established.

4.5.1 Education Issues

A. Liaison Between the Region and Local School Boards

There is a strong need for the Region and local school boards to work together in order to provide the best possible education system in the Region.

B. School Age Populations

Current and projected school enrolment figures will have major consequences for future education planning and resource allocation throughout the Region.

Regional population growth and the patterns of development are important local school board concerns.

C. Resource Allocation

It is important that all citizens in the Region have ready access to existing and future education facilities.

D. Adult Education

The adult education programmes offered throughout the Region are faced with problems of accessibility and coordination.

4.5.2 Suggested Regional Goals

To cooperate with all bodies having jurisdiction in educational matters to achieve the following goals:

- A. To encourage that all citizens in the Region have access to appropriate education facilities.

- B. To encourage that the cost of providing education does not overburden the residents of the Region.
- C. To promote the establishment and maintenance of a strong link between those bodies involved in education planning and Regional planning.
- D. To maximize the use of existing and future education facilities.

5.0 PERSPECTIVES ON EDUCATION PLANNING

In recent years there has been much criticism about the lack of foresight and planning by the educational system. Many education authorities have responded to this problem by creating their own planning departments and by increasing their cooperation with other government institutions and community agencies.

With the rapid pace of change that our society is experiencing, education decisions that were made in the sixties are presently under close scrutiny. Many of the assumptions on which the educational systems in Canada are based are constantly being challenged. Questions have arisen about: the public and private benefits of education, the demand for increasing financial support and the rules and procedures of formal education. Policy makers in the seventies are greatly concerned with these and other issues.

Many of the broader questions which are now at centre stage are the result of the changing role of the educational enterprise. Policy-makers are being forced to make very difficult social choices in order to give education some direction.

5.1 Trends in Education

More specific questions about the role of education stem from emerging trends in the field. Policy makers must be aware of these trends in order to be better equipped for making proper decisions about the future of education. A number of trends have been identified as follows:

Decreasing enrolment at the elementary school level and the expected decrease at the secondary school level is being witnessed throughout the Ontario school system. More careful planning and resource allocation will be required in order to accommodate a decreasing enrolment;

The school is assuming new functions that it did not have before. More specifically, it is becoming a community centre through its encouragement of increased community involvement;

There is increasing community involvement in the educational process. Various community organizations have recognized the fact that they too have some responsibility in education. The community itself comprises a large part of the total learning environment.

A trend is emerging whereby education and caring for the child is becoming more of a cooperative effort. Health agencies, social service agencies, and recreation departments are cooperating with the educational system in providing many services.

Education is becoming a life-time matter. With our rapidly changing society, people are finding it both necessary and beneficial to continue or resume their education at various intervals in their lives. Universities and community colleges are providing more part-time courses. Adult education is becoming more popular, especially at the secondary school level. The result is a blurring of the line which separates the worlds of work and school.

As costs of education increase, a greater emphasis is being placed on resource allocation. Choices must be made as to what percentage of the available resources should go to education, social services, health care, public housing and recreation; and

" The future will require an emphasis on the qualitative aspects of education instead of quantitative expansion; on long-range or multi-year planning instead of reaction to circumstances as they develop; on the response of education to circumstances in the social and economic areas instead of independent action or inaction; and experimentation as an integral part of the educational organization instead of reliance on existing programmes or periodic modifications of them to meet the needs of young people."³

5.1.1 Enrolment Trends

Various factors have been responsible for the enormous rise in educational enrolments at both the elementary, secondary, and post-secondary school levels during the 1950's and 1960's. There was a growing demand for skilled labour in the industrial, commercial and service enterprises; children of the postwar baby-boom were reaching school age; there was a broadening of secondary school curriculum with a resultant increase in retention rates; universities were made more accessible through government loans and grants; and there was the creation of community colleges with their wide variety of courses leading to wider career choices.

The education system has grown so much since the 1950's that it is now one of Canada's largest 'industries'. "... of all the men, women and children in Canada, one in every three is involved in education at some level, in some capacity."⁴ One of the major reasons for this high involvement in education is the increase in enrolment. The enrolment curves reveal that elementary and secondary school enrolments increased between 1961-69 by 30%. However, during that same period, the greatest increase occurred in the post-secondary student population - 250%.

3. UNESCO, Educational Planning: A World Survey of Problems and Prospects. Paris, 1970, Pg. 9-23.

4. Invitational Conference on Educational Planning, Banff, Alberta, 1970. Social Goals, Priorities, and Dollars: Planning Education in the Seventies. Pg.30.

The enormous increase in enrolment is no longer so evident in the 1970's. The rate of university enrolment is not yet decreasing, the secondary school enrolment rate is expected to decrease around 1978 and the elementary school enrolment has already experienced a decrease. (See tables 4, 5 and 6)

In Ontario, "in 1946-47, total gross enrolment in the elementary schools as a proportion of the total population was 13.2 percent ... this percentage increased each year until it reached a high point of 19.7 percent in 1967-68 ... Since 1967-68, it has declined each year to 18.9 percent in 1971-72."⁵ This trend has continued to date.

The Boards of Education in the Hamilton-Wentworth Region have experienced similar enrolment decreases. The Boards of Education for the City of Hamilton and Wentworth County witnessed decreasing enrolments beginning in 1971. Enrolment for the Hamilton-Wentworth Separate School Board began to decrease in 1972 (for actual figures see Table 7).

All the Boards have taken measures to counteract the impact of these enrolment trends. The Board of Education for the City of Hamilton has closed some schools and combined others. They have not sold empty schools as they feel enrolments in the City of Hamilton will increase again in the 1980's. Vacant schools and classrooms are being used for expanded educational purposes (adult education and special courses) and for other community functions (day-care centres and recreation).

For the future, the Board is carefully monitoring new construction to avoid overbuilding. However, it is facing difficulties in the older City. Schools in established neighbourhoods are emptying as a result of the age structure of the population. This is producing what the Ministry of Education calls a "wave effect" where there are many children in the developing neighbourhoods and few in the older ones.

The Hamilton-Wentworth Separate School Board is experiencing a decrease in the K-8 enrolment (2%/year) and an increase at the 9-10 level. However, they expect enrolments in grades 9-10 to decline by 1978. Most decreases are being felt in the lower City. However, isolated increases in some of the neighbourhoods are due to a wave of Portuguese immigrants. Empty classrooms in the lower City are being used for expanded educational programmes, such as home economics, which were not offered in the past.

The Wentworth County Board of Education identified the same trends in enrolment as those of the Province. Elementary school enrolment began to decrease in 1971 and secondary school enrolment is just beginning to decrease. During the reorganization of the Board (amalgamation of 14 boards), on January 1, 1969, a number of rural

5. Ontario, Committee on Costs of Education, Interim Report Number Four. 1974, pg. 139-41.

schools were closed. These are presently being used for storage purposes and one of the schools, Glenwood, in Flamborough, will become a school for the trainable mentally handicapped. In the reorganization, children were relocated to centralized schools.

It is evident that because of the drastic changes in enrolment trends, precise advance planning must be an integral part of policy-making. Decisions must be based on a thorough analysis of demographic trends and other factors which influence school enrolments.

5.2 Education Planning

Education planning has been defined in many ways. Generally, it is the exercising of foresight in determining goals, policies, priorities and costs of an educational system. It is the process of linking school curriculum planning with the physical planning of land use, facilities, and materials and the provision of teachers. While coordinating the various components of the educational system, due regard is given to the economic and political realities, to the system's potential for growth and to the pupils served by the system.

Within the past decade, the speed of societal change has made planning in the education field a legitimate and necessary activity. It can no longer be done, as it was in the 60's, on a narrow, short-term basis. Lack of foresight or forward planning has created many problems which might have been anticipated and thus avoided. As late as the early 1970's, both the Ministry of Education and school boards were planning to continue school construction in accordance with the previous high level of enrolments. As a result, in many cases, commitments were made to unneeded school accommodations, leaving few choices to school boards for programmes with a higher priority.

These and other problems indicate that there is a definite need to plan, on a comprehensive and integrated basis, all aspects of the educational enterprise. Planning should be a high priority. Detailed studies, including those on future enrolment trends, are needed to give decision-makers a better understanding of the issues and problems at hand. As well, these studies give the public an indication of the basis on which decisions are made.

5.2.1 Education and Land-Use Planning

With planning school facilities, it is necessary to have a comprehensive understanding of the present and future land-use of the surrounding area. Short term planning is done by all boards of education as a basic requirement of the Ministry of Education. The Ministry requires every board to submit annually,

a five-year projection of capital expenditures. In order to comply with this regulation and to meet their own planning needs, the following process is generally followed by the boards:

Population trends are monitored (birth rates, population shifts, enrolment shifts, pupil retention rates, etc.);

Liaison with local and regional planning bodies provides information on new subdivision developments, apartments, etc.;

When short and long term enrolment projections are established, a detailed document is produced to justify the need for increased accommodation;

When the school board has decided on a list of priorities for new or additional accommodation, it submits to the Ministry of Education, a five-year Capital Budget. This budget includes cost estimates and projected enrolments for the proposed accommodations.

For the approval of new accommodation or major additions or renovations four stages as designated by the Ministry of Education are followed. They are (1) Request for Approval of Building Proposal, (2) Request for Approval of Preliminary Sketches, (3) Request for Approval of Working Drawings and (4) Request for Final Approval. At each stage, the approval must be given by various government agencies and departments.⁶ (the total process is described in Charts A, B, C, D).

Once the land has been purchased for new construction, actual development occurs when there are enough children to fill the school.

Long range planning is also done by the Boards of Education in order to anticipate the future need and possible location of schools. The actual planning process varies among the three Boards, but, generally, the type of information which they gather comes from the following sources:

Official Plans - these documents contribute to their understanding of policies, staging and type of development of the municipalities in the Region.

Discussions with Engineering Departments - give an indication of yearly staging of services.

Neighbourhood Plans - indicate projected population, road patterns, etc. and school allocation.

6. The Ontario Government policy is that approval for capital projects is granted according to an identified need in order of priority, for: a) pupil places, b) ancillary spaces, c) replacement and d) renovation (where cost of renovating represents less than 50% of cost of rebuilding).

Analysis of growth rate of Region - determines enrolment projections.

Analysis of type of development (i.e., proportion of single family dwellings, townhouses and apartments - also indicates future enrolments.

These sources of information along with documents prepared by the Provincial Government help the Boards of Education to plan for the long term.

Standards for the provision of educational facilities are generally determined by the Boards in conjunction with some general guidelines which are established by the Ministry of Education.

5.2.2 Enrolment Projections

Projecting future enrolment is an essential prerequisite for effective education planning at both the local school board and Provincial levels. As stated by Cicely Watson and Saeed Quazi in their "School Planning Manual".

"... the calculation of sets of estimates of future enrolment, based on economic, demographic and educational trends, is the first step in any systematic attempt to improve educational decision-making"⁷

Due to a number of external factors the calculation of long term projections at the school board level is a difficult task. It is more reasonable for school boards to prepare short-term (1 to 3 year) enrolment projections while the Province involves itself in projecting long-term enrolments beyond 5 years).

5.2.2.1 Methods of Calculating Enrolment Projections

A number of methods of calculating school enrolment projections exist. The choice of using one or more methods depends upon the intended use of the projection, the level of accuracy desired, the availability of data, and the built-in cost restraints. The methods outlined by Watson and Quazi appear to cover a broad range of statistical approaches identified in other research literature.⁸ They identified the following methods:

1. Fitting a Trend Line
2. The Grade Survival Method
3. The Cohort Survival Method

7. C. Watson, and S. Quazi, School Planning Manual, (Toronto; Ontario Institute for Studies in Education, 1973) Pg. 66.

8. Ibid, Pg. 71-86

4. The Enrolment Ratio Method
5. The Specific Age, Grade Distribution Method
6. The Age Participation and Age Survival Method
7. The Pupil/Dwelling Unit Factor Method
8. The Delphi Method
9. The Subjective Probabilities Method
10. Deductive Methods

These methods of calculating enrolment projections demand varying degrees of statistical sophistication. Each method has specific data requirements, bears a different level of accuracy, and produces distinctive results.

5.2.2.2 The Pupil/Dwelling Unit Factor Method

A modified version of the Pupil/Dwelling Unit Factor Method is used by the Ministry of Education's Region 6 Office to monitor and project school enrolments for its jurisdictions. The main advantage of this method lies in its usefulness when population projections by single years of age are not available. It can be used to project enrolment for an area ranging from a single school to a whole community. As well, it can be used to calculate either short or long term projections. However, it has the disadvantage of producing a total enrolment figure which is difficult to distribute among single ages and grades.

Basically, the Pupil/Dwelling Unit Factor Method sets pupil-yield norms based on housing types which reflect the number and ages of children. According to Watson and Quazi, the following factors must be considered in establishing pupil-yield ratios for housing types:⁹

characteristics of community

type of dwelling unit

age of dwelling unit

number of bedrooms per dwelling unit

location of dwelling unit with respect to the central business district

location of dwelling with respect to school

whether householders are supporters of the separate or public school system

9. Ibid., Pg. 82-83.

ethnic or language background of population.

In addition, for maisonettes, townhouses, and apartments, the type of ownership such as conventional, limited dividend, public housing, and cooperative must be taken into consideration as well.

A basic assumption is made that the number of school children per household varies with housing types. The Ministry of Education uses the following formula: -

<u>Type of Dwelling Unit</u>	<u>No. of Children (18 years of age or under)</u>
Single Family	1
Semi-detached	1
Townhouses	1
Apartment - up to 4 storeys	$\frac{1}{2}$
- over 4 storeys	$\frac{1}{4}$
Public Housing	1 per bedroom

While this formula does not provide an individual age-grade breakdown of school-age children, the Ministry has established another formula for estimating the grade breakdown by school levels and by school boards:

<u>Type of School</u>	<u>Portion of Total Number of Children in School¹⁰</u>
Elementary - Grades K to 8	9/18 or 50%
- Grades K to 6	7/18 or 38.88%
Senior Elementary - Grades 7 to 8	2/18 or 11.11%
Secondary - Grades 9 to 10	2/18 or 11.11%
- Grades 9 to 13	5/18 or 27.78%

Differentiation of enrolment by school board is made by rising school support of the population living in the area.

The age of housing also influences the number of children in an area. Birth rates tend to be inversely proportionate to the age of housing. Watson and Quazi suggest that it is important to monitor the stage of the "housing cycle" in the community. American studies show that in moderate priced new housing areas, the first 15 years produce very high birth rates with the initial impact being felt at the elementary school level. During the second 15 years, birth rates are generally low causing elementary school enrolments to decline and secondary school enrolments to increase substantially.

10. 4/18 or 22.22% of the children do not attend school.

5.2.2.3 Demographic Factors Affecting School Enrolment Projections

Demography is a statistical analysis of population. In the education field, demographic studies are essential for both long-term and short-term planning purposes. The need for a new school will be determined by the number of children that will be available to fill that school. In order to obtain capital grants for building new schools or expanding older schools, the boards of education must establish the need for such expenditures.

The major demographic factors which influence school enrolment are: age structure of population, birth rates, mortality rates, fertility rates, migration and probable years of school attendance. All of these factors must be closely monitored as any changes in the present trends will have significant impact on school enrolments, the education services to be provided and allocation of resources.

In addition, a number of other factors may complicate the process of projecting enrolment for an area. Such factors as fluctuations in school age population, shifts in participation rates of pupils, expansion of the separate school system, and expanding residential development may have considerable impacts on the enrolment projections of an area. These impacts may be slight in any one year but their cumulative effects may bear major consequences for education planning. The greatest effect is felt first at the school board level.

5.2.2.4 Data Requirements for Projecting School Enrolments

The reliability of data has a substantial impact on the accuracy of enrolment projections. The following list suggests the type of data required. However, as Watson and Quazi warn, the accuracy of projections depends on more than the availability of data:

"All attempts to project the future from the data of the past and present will contain errors. To a large degree, accuracy depends on the stability of the phenomenon under study and the quality and quantity of the statistical data available, particularly the length of the historical time series used to determine trend. If data are inaccurate or insufficient no imaginative assumptions or sophisticated mathematical model can compensate sufficiently to produce reliable figures." 11

11. Ibid., Pg. 66.

Some of the data requirements for projecting school enrolments are:

Population data about births, deaths, and migration by age group; socio-economic data and data on the ethnic and religious composition of the population;

Data on school enrolment by age, sex, and grade;

Data on school repetition, acceleration, and drop out rates by grade;

Data on current and future land use and transportation patterns as indicated in local official plans and zoning by-laws;

Data on the local employment situation and the economic base of the area.

5.2.3 Guidelines for the Provision of School Facilities

A fundamental consideration for both municipal and regional planning is the allocation of land for school facilities. In assessing the amount of land needed and its location, various guidelines must be examined. These guidelines give the planner an indication of the type, location, and capacity of an education facility. Planning for school construction can only be undertaken when enrolment projections show that there would be enough students to fill the school.

The guidelines outlined on the following pages illustrate some of the basic considerations for educational land-use planning. They have been established in cooperation with the Architectural Services Section and Region 6 Office of the Ministry of Education.

A. Minimum School Site in Acres

5 Acres - Grades K-6	Elementary School
5 Acres - Grades K-8	Elementary School
5 Acres - Grades 7-8	Senior Elementary School
12 Acres - Grades 9-13	Secondary School

Several publications on school site standards suggest an additional acre be allocated for each 100 pupils.

The acreages may be modified if the school site is adjacent to a park. It is strongly recommended that schools be built adjacent to parklands to facilitate the joint use of school facilities and parklands by both students and the community, thus avoiding duplication of costly facilities.

While the size of schools is moving in the direction of more generous use of space and larger schools, standards do vary for urban and rural schools, particularly in terms of optimum size.

Applying the school site guidelines to existing schools in this Region, we noted that schools operated by the Hamilton-Wentworth Separate School Board are generally on smaller sites than the schools operated by the other two school boards. This discrepancy may have resulted from differences in the cost of purchasing required lands.

The Hamilton Board of Education purchased most of its new schools sites well in advance of development, when land was more readily available and land costs were substantially lower than at the present time. As well, the schools operated by the Wentworth County Board of Education are located in rural areas where land costs are lower than in urban areas. Unfortunately, the Separate School Board purchased land, particularly in Hamilton, in the early 1960's when land costs were rising.

B. Location by School Type

Elementary School Grades K-6, K-8	Urban:	1 per neighbourhood
	Rural:	1 per 210 pupil minimum to be located according to sound planning principles
Senior Elementary School	Urban:	1 for every 2 to 3 neigh- bourhoods depending on population density and number of school age children
	Rural:	1 per 350 pupil minimum to be located according to sound planning principles
Secondary, Grades 9-13	Urban:	Catchment areas of approx- imately 6 neighbourhoods depending on population density and number of school age children.
	Rural:	1 per 800 pupil minimum to be located according to sound planning principles.

Elementary Schools

In an urban area, elementary schools (K-6, K-8) are usually located at the neighbourhood level (approximate population of 5000) to accommodate children living within a radius of $\frac{1}{2}$ mile. The boundaries for enrolments in grades 7 and 8 in a K-8 school often cross neighbourhood lines to accommodate more than one neighbourhood. In rural areas, where the population is often dispersed, elementary schools tend to be smaller than urban schools and attract children from a greater distance. It is desirable that such schools have a minimum enrolment of 200 pupils. The location should be determined based on such planning principles as accessibility, nearby development, density of population, and so on.

Senior Elementary Schools

In an urban area, a senior elementary school (consisting of grades 7 and 8) is designed to accommodate two to three neighbourhoods depending on the population density and number of school age children. In some cases, grade 6 classrooms (and sometimes grade 5 as well) are established in senior elementary schools to reduce the overload at the junior elementary school (K-6) level. In rural areas, it is unlikely that many senior elementary schools would be built. It is more likely that grades 7 and 8 are part of a K-8 school. If a senior elementary school is built, a minimum of 350 pupils is required to provide a complete school programme. The school should be built according to sound planning principles.

Secondary Schools

An urban secondary school, (consisting of grades 9 to 13) is usually built to accommodate a catchment area of approximately 6 neighbourhoods, depending on the population density and number of school age children. In rural areas, catchment areas for schools may cross municipal boundary lines in order to achieve a desirable student population of at least 800 students. The school location should be determined according to sound planning principles, with accessibility being an important consideration.

In the City of Hamilton, a unique situation exists with respect to all grade 13 classes which are separated from the remaining grades. All grade 13 students attend two schools in Hamilton, namely Hamilton Collegiate Institute and Sir Wilfred Laurier, where grade 13 subjects are taught exclusively.

It is also important to note that the Separate School Board provides classes for grades 9 and 10 only. While these two grades are, in effect, at the secondary school level, they are treated as elementary grades by the Ministry for grant purposes.

While the guidelines suggest desirable school locations, we recognize that factors such as population density, number of school age children, availability of suitable land, and local school board policies may influence the choice of sites.

C. Minimum Classroom Size

Kindergarten	700 square feet
Elementary School Grades 6-8	750 sq. ft. - closed classroom 850-900 sq. ft. - open plan classroom
Senior Elementary School Grades 7-8	750 sq. ft.
Secondary School Grades 9-13	750 sq. ft.

For grant purposes, the Ministry of Education established minimum and maximum net functional floor areas for various classroom facilities. These figures, given in the Ministry's Capital Grant Plan, 1971, are found in Tables 2 A, B, and C, Spaces Eligible for the Capital Grant Scheme.

D. Maximum Pupils Per Classroom

Kindergarten	40 pupils
Elementary School Grades 1-6/1-8	35 pupils
Senior Elementary Grades 7-8	35 pupils
Secondary School Grades 9-13	30 pupils
Secondary Special Vocational	20 pupils

For legislative grant purpose, pupil loadings are determined by the Ministry of Education in the Capital Grant Plan, 1971. The complete figures are given in Tables 3 A, B and C. The Ministry has stated that a 90% pupil loading is desired. Schools in Hamilton-Wentworth usually achieve an 80% pupil loading.

The figures for pupil classroom loading reflect the tendency for higher grades to accommodate a lower number of pupils per classroom. With the wide choice of subjects offered to pupils in the higher grades, the classes tend to be smaller.

E. Pupil Enrolment by School

Elementary Schools	Minimum	210
Grades K-6, K-8	Desirable	350
	Maximum	650
Senior Elementary School	Minimum	350
Grades 7-8	Maximum	750
Secondary School		
Grades 9-13		
Academic High School	Minimum	800
	Maximum	1100
Composite High School	Minimum	1000
	Maximum	1500

At the elementary school level (K-6/K-8) an enrolment of 210 pupils is an acceptable minimum. It is desirable, however, that an enrolment figure of at least 350 pupils be reached in order to accommodate a full elementary school programme. A figure of 650 pupils is recognized as being the acceptable maximum for enrolment at the elementary school level.

For a senior elementary school a minimum of 350 pupils is needed to properly operate rotating classes. An enrolment of 750 pupils is considered to be an acceptable maximum, although a less generous maximum of 650 pupils was suggested by the City of Hamilton Board of Education.

At the secondary school level (grades 9-13), the type of school programme to be offered is taken into consideration in determining the desirable enrolment. In an academic high school, a minimum enrolment of 800 pupils and a maximum of 1100 pupils is recommended. However, when the enrolment for a proposed secondary school is projected at 1000 pupils, a composite (academic with vocational options) rather than pure academic programme would be established. A composite high school is also more likely to be considered when the student catchment area warrants offering a diversified school programme.

A minimum enrolment of 1000 students is desirable for a composite secondary school with a maximum of 1500 being recommended.

The enrolment figures suggested here are to be considered as guidelines for school enrolments. Factors such as size of the community, population density, the type of housing, the school age population, participation ratio of pupils, public or separate school support and urban/rural characteristics of the area must be considered in the enrolment size of schools. Tables 1 B and C show 1972 school enrolment figures in Ontario according to community size while Table 1 D gives the 1972 average enrolment figures for schools in Ontario.

F. Walking Distance

Elementary School Grades K-6/K-8	$\frac{1}{4}$ to $\frac{1}{2}$ mile
Senior Elementary School Grades 7-8	$\frac{1}{2}$ to 1 mile
Secondary School Grades 9-13	
Urban: Public	1 $\frac{1}{4}$ miles
Separate	Bus or other transportation
Rural: Public	Bus or other transportation
Separate	Bus or other transportation

It is generally recognized that the school walking distance for elementary school children should be as short as possible, ideally within a $\frac{1}{4}$ mile radius for all children attending the junior elementary school (K-6). However, in many cases, the location of the school, particularly in rural areas, may force its pupils to walk further. We suggest that the maximum in such cases should not exceed $\frac{1}{2}$ mile.

The Ministry provides a pupil transportation grant to boards to help defray the cost of transporting children to and from school. The grant has no distance constraints. The board decides upon the minimum distance for which it will provide transportation for its pupils. School boards have statements of preferences on the maximum desirable walking distance to school. Separate schools usually require their students to walk further.

Since senior elementary schools (grades 7-8) accommodate pupils from several neighbourhood junior elementary schools, walking distances tend to be further than $\frac{1}{2}$ mile. We recommend a one mile maximum in such cases but recognize that the school location may force pupils to walk further.

As described earlier, secondary schools usually accommodate students from large catchment areas. Travel distances may depend on whether a school is urban or rural, public or separate. The walking distance to an urban public secondary school is frequently within 1 $\frac{1}{4}$ mile radius while the distance to a similar separate school may be further and thus require busing. Busing is often required for both public and separate secondary schools in rural areas.

5.3 Community Factors Affecting Education

Schools in Ontario are regulated by the Ministry of Education, through Provincial policies, and by legislation, through the Ontario Education Act, 1974. The local boards of education are,

through these two sources, given responsibility for setting policies, within certain bounds, about various concerns. The individual schools are also given some flexibility as to how to implement these policies. This flexibility allows each school to provide for the needs of the community which it is to serve.

The Boards of Education in the Hamilton-Wentworth Region (namely, the Board of Education for the City of Hamilton, the Hamilton-Wentworth Separate School Board and the Wentworth County Board of Education) have identified some factors which local schools take into account when providing educational programmes and facilities for their respective communities.

Curriculum and types of programmes that are offered reflect the local need. For example, in highly ethnic areas, the Separate School Board provides extended language courses in English to help integrate the parent and the child into the community. Another example is the special consideration that is given to older city schools because they lack recreational or other social or physical amenities. Both Boards in the City lower the pupil-teacher ratio and provide different types of programmes in older schools.

Recreation facilities such as pools and tennis courts and special programmes (such as adult education) exist in various schools depending on the identified need for those activities. In essence, the types of programmes and facilities that are provided and the extent to which a school is a "community centre" depends on the attitudes of the principal and parents of the surrounding community.

5.4 The School and the Community

In the past, schools were considered to have total responsibility for the education of the child. Now, however, it is becoming recognized that the school is "merely a part of a large network involving the whole community; it is this network that comprises the total learning environment".¹²

The "community school" is gaining popularity. This concept suggests that the school serves as a community centre working towards encouraging community involvement. The school provides the meeting place and the community, in turn, provides other resources. Both parties benefit.

"Everybody has something to gain as well as something to give through the interaction of school and community. Through the sharing of facilities and resources, the school and community become one. The greatest benefit to both is in the attainment of a positive feeling of belonging: a shared identity."¹³

12. Ontario, Ministry of Education, Principles of Site Development. Pg. 5.

13. Ontario, Ministry of Education, Learning: A Cooperative Community Enterprise, Pg. 2.

In order to achieve this identity, this commonality, the community and government agencies must coordinate their independent actions with the school boards in an effort to provide more comprehensive education. Independent actions in the past have resulted in the waste of land, and uneconomical duplication of services. In Principles of Site Development, Elementary Schools K-6, it is stated that:

"In order to achieve a more effective integration of the school and community, functions and facilities that were formerly separated and isolated from one another should be combined, where possible."¹⁴

This policy is especially relevant for schools and recreation facilities. Such a policy would increase year-round use of schools, while at the same time reduce land costs and duplication of services. Municipal parks and recreation departments and school boards can reduce both capital and operating costs by cooperatively providing recreational programmes and facilities.

5.4.1 Provincial Policies on Community School Programmes

The Province of Ontario is very favourable towards increasing community-school interaction. In a statement by the Minister of Education, the Honourable Thomas Wells, given in London, Ontario, at the Community and School Conference, in 1974, a 6-point policy regarding community schools was outlined.

"Number One, we will create a Community Schools Unit within the Ministry of Education. There will be a small staff at the central office at Queen's Park. In addition, a Community Education Officer will be designated within all nine of our Regional offices throughout the Province.

These people will not be administrators so much as resource persons -- they will be idea people who will be out in the schools, working at the grassroots level where the action should be.

The Community Schools Unit will be backed up by an Advisory Committee which will include representatives of Provincial organizations concerned with education, recreation and community affairs: The Committee's main purpose will be to ensure that we have first-hand knowledge and expertise at our disposal, and that cooperation, coordination and advice are at a maximum.

Number Two, the Ministry of Education will provide backing to school boards who really want to get serious about community schools, or try the idea on for size. Boards of Education and Roman Catholic Separate School Boards will be able to submit specific proposals for new or expanded programs, including staff needs that might be involved.

For the remainder of the present school year, 1974-75, we will support boards to a maximum of \$10,000 per approved project. We will be mailing details of this plan immediately to school boards, so that proposals can be submitted by the end of December.

The same program will be continued throughout the 1975-76 school year. Proposals should be submitted by the end of May 1975 for programs intended for the 1975-76 year.

Number Three, we will soon initiate a project to produce a practical handbook of facts, ideas and examples related to community schools. This handbook will serve a dual function, hopefully, in serving to inform and stimulate both school principals and their staffs and interested citizens.

It will be given very widespread distribution, because I think it can go a long way to increase understanding of the exciting possibilities of community school programmes.

Number Four, we will continue to allow school boards to classify their expenditures related to community use of school facilities as being outside the education spending ceilings.

Number Five, we will officially and strongly support the idea of full community use of school facilities after regular school hours. As well, we support the community use of vacant school facilities during the school hours where appropriate, provided that other school boards do not require the space.

Number Six, we will officially and strongly urge school boards to examine their procedures and policies related to their liaison and cooperation with other agencies serving the community -- with a view to improving the lines of communication."

Now, it is up to the school boards, the principals of the schools and the community to encourage this type of policy to work.

5.4.2 Local School Boards Policies on Community Use of Schools

At the present time, each of the Boards of Education have some policies on community-use of schools.

The Board of Education for the City of Hamilton is becoming increasingly responsive to the trend of community use of schools. The Board provides adult evening and day classes, day-care facilities and public use of school auditoriums. The City of Hamilton Recreation Department has been rapidly expanding its Community Recreation Programme in the Hamilton Board of Education's schools. There is a long standing agreement between these two bodies which allows schools to be used for public recreational programmes.

It was noted by an official at the Board of Education that community use of schools is greatest in those schools where there is a recreation director (eg. Ryerson, Dalewood, Westmount and Hillpark). Also, neighbourhood community councils and recreation councils have done a great deal to initiate programmes in their respective neighbourhood schools. Limited participation is evident in areas where there is not enough initiative by the community to organize programmes. The Recreation Department is hesitant to rent facilities for non-organized functions.

The Hamilton-Wentworth Separate School Board has a policy of making school facilities available after school hours according to the following priority list:

- (i) use by the principal,
- (ii) use by the local parish pastor,
- (iii) use by non-profit community organizations, and
- (iv) use by profit-making organizations.

New schools constructed by the Separate School Board are being designed with increasing community use in mind. This includes such considerations as moveable walls which allow for enlarging or closing off desired areas.

The policy of the Wentworth County Board of Education regarding the use of school facilities by the public is stated in their Policies and Administrative Regulations. It is "to make facilities available to community organizations to the fullest extent possible within established administrative regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property." (Pg. 35) In the Policy and Regulations Handbook - School Rentals and Use of School Facilities, the Board's specific policies, regulations and procedures for use of school facilities are outlined. It is the responsibility of the Superintendent of Business Affairs to rent school facilities and to ensure that the necessary steps are taken for proper control and supervision.

6.0 THE EDUCATION SYSTEM IN HAMILTON-WENTWORTH REGION

By Provincial authority, the three Boards of Education in this Region are responsible for the administration of public education in their respective jurisdictions in conformance with Provincial legislation (see Province of Ontario, The Education Act, (1974)). The Boards of Education are directly responsible to the Ministry of Education which funds the major education expenditures. All three Boards are elected bodies, completely autonomous, at the local level, and not responsible to any other municipal authorities.

The implementation of Regional Government in Hamilton-Wentworth did not affect the system of education in this Region. The Boards have continued to function in the same manner as in the past except for some reorganization which will be explained later in this report.

6.1 Ministry of Education

The Ministry of Education is the major branch through which the Government of Ontario discharges its constitutional responsibilities for the general education of the people of Ontario. Its activities are concentrated on programmes at the elementary and secondary school levels. Post-secondary education is the responsibility of the Ministry of Colleges and Universities.

An important priority of the Ministry of Education is to ensure the adequacy of education in Ontario, both in terms of quality and equality. This is accomplished through the provision of effective channels of communication between themselves and the local education authorities. Decentralization of the Ministry was an attempt to bring Provincial and local education authorities closer together. The Boards of Education in the Hamilton-Wentworth Region deal with the Region 6 Office of the Ministry in St. Catharines, along with Boards of Haldimand/Norfolk and Niagara Regions. (For Ministry of Education Organizational breakdown, see Chart 2)

6.2 The Board of Education for the City of Hamilton

Public education began in Hamilton in the early 1800's. In 1847, the first Board of Trustees were appointed by City Council. At that time, there were six schools in the City with an enrolment of 680 pupils. 1949 was the first year that a representative of the Board of Education was invited to sit on the City Planning Board. In that same year City Council abolished what was formerly the Union Board and established the Board of Education for the City of Hamilton with two representatives from each ward and two appointees from the Separate School Board.

Changes in the structure and administration of the Board have been few since the 1950's except for extension of the boundaries when the City expanded. It continues to be responsible for administering public education in the City of Hamilton.

6.2.1 Structure and Administration

The Board of Trustees is an elected body which establishes the policies and guidelines for the public schools in the City of Hamilton. Its main responsibility is to establish and maintain a high standard of education in the schools through the provision of a comprehensive educational programme.

The Board consists of 20 trustees who are elected from the following areas:

16 members (two from each of the wards of the City) to represent public school supporters,

4 members (elected on a City-wide basis) to represent Separate School supporters.

The authority of the trustees representing Separate School supporters is limited to matters relating to secondary school education only. Since a portion of the taxes paid by Separate School supporters assists this level of education, this representation is important.

Trustees to the Board are elected for a term of Office of two years. Elections are held at the same time as the regular municipal elections.¹⁵

Three standing committees, the Education Management Committee, Property Committee and Finance Committee make recommendations to the Board in their respective area of concern. By Provincial legislation, two other committees, which are, the Trainable Retarded Children's Committee and the French Language Committee, act in an advisory capacity to the Board. As well, a number of ad hoc committees are formed when the need arises.

Administratively, the Director and Superintendents of Education implement the policies of the Board of Trustees. They act as a management team providing input into the decision-making process. Charts 3 A and B illustrate the complete organizational breakdown. (See Appendix)

In the 1974-75 school year, the Board employed 1,370 elementary school principals, vice-principals and teachers, 1,140 of the same for secondary schools and 1,333 other staff for a total of 3,843 employees. These figures are slightly lower than those of the last few years.

15. For all Boards of Education in Hamilton-Wentworth, the current term of office is 1974-76, in order to maintain the policy of holding school trustee elections in conjunction with municipal elections.

6.3 The Hamilton-Wentworth Separate School Board

The Hamilton Separate School System began in 1855 following the establishment of the Ontario Separate School Act. Until the end of 1968, it was still the Hamilton Separate School Board. At that time the Bill to Reorganize Separate School Jurisdiction in Ontario added the County of Wentworth to the Board's responsibilities. With the implementation of Regional Government, in 1974, the Board changed its name to the Hamilton-Wentworth Separate School Board with virtually no territorial change.

6.3.1 Structure and Administration

The Hamilton-Wentworth Separate School Board is responsible for meeting the educational needs of those taxpayers who support the separate school system in Hamilton-Wentworth. The policy-making and planning functions rest with the Board of Trustees. This Board is made up of 16 trustees, elected by separate school supporters, chosen from eight wards in the City and two areas in the County. Representation is as follows:

- 2 trustees - from each of wards 2,3,4,5,7 and 8 in the City,
- 1 trustee each - from wards 1 and 6,
- 1 trustee - from Wentworth West and,
- 1 trustee - from Wentworth East.

Trustees to the Board are elected by separate school supporters for a two-year term of office. They are responsible for providing a comprehensive educational programme for their electorate.

The Board has three standing committees: the Education Committee, Property and Building Committee, and Finance Committee. Two administrative councils, an academic one and an executive one, meet to discuss administrative and educational issues.

The Director of Education is the chief administrator of the Board and also acts as secretary-treasurer. A Superintendent of Instruction and Superintendent of Business report to him. (Chart 4, shown in the Appendix provides the Board's organizational breakdown. However, it is presently under revision.)

For the school year 1974-75, the Board employed 1,016 elementary school teachers, principals and vice-principals.

6.4 The Wentworth County Board of Education

Until 1969, there existed 14 Boards of Education in the County of Wentworth. The former elementary school boards were: Ancaster, Beverly, Binbrook, Dundas, East Flamborough, Glanford, Saltfleet, Stoney Creek, Waterdown and West Flamborough Township School Areas.

The high schools had their own boards. They were: Ancaster Township, Dundas, Saltfleet, and Waterdown District High School Boards. On January 1, 1969, by an Act in legislature (Bill 44) these boards were amalgamated into the Wentworth County Board of Education.

6.4.1 Structure and Administration

The Wentworth County Board of Education is a public school board having jurisdiction over the public elementary and secondary schools in the County of Wentworth which consists of the Towns of Ancaster, Dundas and Stoney Creek and the Townships of Flamborough and Glanbrook. The implementation of Regional Government has not affected its boundaries.

Trustees are elected in each municipality at the same time as municipal elections are held. The Board of Trustees totals 16 members representing the following areas:

- 2 trustees from Ancaster,
- 3 trustees from Dundas,
- 4 trustees from Flamborough,
- 1 trustee from Glanbrook,
- 4 trustees from Stoney Creek and
- 2 trustees from the Separate School Board (As in Hamilton, they vote only on Secondary School matters).

As holds true for all the Boards, the role of this Board of Trustees is to see that the schools under its jurisdiction are run in accordance with the wishes of the taxpayers and Provincial legislation.

The Board has six standing committees. They are: the Finance Committee, Planning Committee, Administrative and Educational Liaison Committee, Property Committee, Salary Committee and Transportation Committee.

The organization of the Board is divided into two major sections, the business section and the academic section, each with their own superintendent. The Director of the Board (who is also Secretary to the Board of Trustees) is the head administrator. The Superintendent of Business Affairs acts as Treasurer (Chart 5).

In the 1974-75 school year the Board employed 616 elementary school teachers and principals and 414 secondary school teachers and principals.

6.5 Costs of Education

6.5.1 Provincial Costs

In the early 60's, education became a high priority item in Ontario. It began to take a larger share of the total Provincial budget in 1963-64 where 40% was allocated to education at all levels. This percentage gradually decreased for the next few years until 1967-68 when it began to rise again. In that year, incorporation of community colleges took place, resulting in a major commitment at the post-secondary level.

Since 1968 the percentage of the Ontario Budget allocated to education has declined significantly, although the actual dollars spent on education has more than doubled. (See Table 11) In 1975-76, the Government of Ontario estimates that 26.8% of their total budget will go to education, 17% to local school boards and 10% to other educational costs (Chart 6). In dollar terms, this will mean that out of a total budget of 10.2 billion dollars, 2.7 billion dollars is allocated for education (Table 11).¹⁶

6.5.2 Local Education Costs Throughout the Province

Between 1970-74, local educational expenditures increased 24%. However, this 24% growth was significantly less than that for other sectors of local government. The expenditure for recreation and cultural services increased 109% in the same period. School Board spending grew only half as much as the slowest growing function of municipal expenditures. (See Tables 9, 10 and Chart 7)

6.5.3 Costs of Education in the Region

Education at the local level is funded through a financial arrangement between the Province and local school boards. In essence, the Province guarantees, through equalization grants, minimum expenditure levels. This allows the Boards to allocate their resources to the various educational services. The grant structure is a highly complex item which will not be dealt with in this paper.

The cost-sharing formulae for each school board is comprised of Provincial grants and municipal taxes. Through legislation, the school boards are given the authority to request that their respective municipalities raise taxes, on their behalf, to make up for the difference between total current expenditures and the operating grants provided by the Province. However, to prevent Boards from overspending, Provincial ceilings have been established. These ceilings control school board spending, whether or not the money is raised through local levy.

16. 1.710 billion dollars is allocated for elementary and secondary education and 1.018 billion is for post-secondary education.

The costs of education in the Hamilton-Wentworth Region are incurred by the three school boards. In 1974, a total of \$105,919,000 was spent by these three boards. This amount accounted for an increase of 18.67% from 1971 when a total of \$89,254,000 was spent. (Table 12) The single most important factor affecting the increase in education costs is said to be teachers' salaries.

6.5.3.1 The Board of Education for the City of Hamilton

Up until 1974, expenditures for the City of Hamilton Board of Education had increases ranging from a high 20.08% for the 1966-67 school year to a low 2.89% in the 1972-73 school budget. (Table 12) The budget for the 1974-75 school year was \$72,936,000 which accounted for an increase of 17.9% over the previous year.

The Board's financing from Provincial and municipal sources has changed significantly over the last ten years. While Provincial grants in 1965 accounted for 30% of the Board's funding, by 1975 they increased to 48.3%. In the same time period local and other revenues decreased from 70% to 51.7% of the required funding.

Per pupil costs in Hamilton's public elementary schools have increased from \$358 in 1965 to \$1,177 for the 1974-75 school year. Yearly increases have fluctuated from 3.8% (1969-70) to 23.5% for 1974-75.

Hamilton's public secondary schools have seen per pupil costs rise from \$608 in 1965 to \$2,016 in 1975 with yearly increases ranging from 21.3% (1968-69) to 3.8% (1969-70).

6.5.3.2 The Hamilton-Wentworth Separate School Board

Expenditures for the Hamilton-Wentworth Separate School Board almost doubled for the period from 1969 to 1974 when the budget reached over 20 million dollars. Yearly increases varied from a high 20.8% in 1970 to a low 5.4% in 1973 (Table 12). However, per pupil costs for the separate school Boards are lower than the other two school boards in the Region, although major increases have taken place over the last few years (Table 14). In 1974, the elementary (K-10) per pupil cost was \$884.

The Separate School Board receives the highest Provincial funding of the three Boards in the Region. In 1974, 83% of the funds required by the Board came from the Province while the Hamilton Board of Education and the Wentworth County Board received 45% and 66% respectively (Table 13).

6.5.3.3 The Wentworth County Board of Education

Along with all other school boards, the Wentworth County Board of Education has witnessed budget increases. The 1975 budget (\$26 million) has increased 31% since 1971, with yearly increases fluctuating between 2.3% (1973) and 11.9% (1975). Per pupil costs have been slightly lower than those of the Hamilton Board of Education with yearly increases ranging from 18.2% (1970) to 3.8% (1973).

Provincial funding has accounted for over 60% of the Board's revenue since 1970. (Table 13).

7.0 EDUCATIONAL PROGRAMMES AND FACILITIES

The three Boards of Education, the two post-secondary institutions and a number of private educational enterprises provide the whole range of educational programmes and facilities for the resident population of this Region. This section of the report will examine some of these programmes and facilities. A complete breakdown of schools by municipality, school boards, and grades is provided in Table 15. As well, all school locations are shown on Maps 1 and 2.

7.1 Public and Separate Schools in the Region

Throughout the Region there are about 240 schools, including elementary and secondary. The Board of Education for the City of Hamilton operates:

86 elementary schools with enrolments ranging from 180-1200 students;

- of these schools, 59 include grades K-6, 15 include K-8 and 12 are grades 7 and 8 schools.

15 secondary schools with enrolments ranging from 1100-2000 students;

- 13 of these schools include grades 9-12 and 2 are grade 13 schools only.

11 special schools with enrolments averaging around 500 students,

- vocational schools total 7 and schools for the Trainable Mentally Handicapped total 4.

The Wentworth County Board of Education operates:

51 elementary schools which range in enrolments of 95-550 students;

- 33 are K-6 schools, 14 are K-8 and 5 are grade 7 and 8 schools.

8 secondary schools with enrolments ranging from 550-1600 students;

- all eight schools encompass grades 9-13

1 special school for the trainable mentally handicapped was opened in September, 1975.

The Hamilton-Wentworth Separate School Board operates:

42 elementary schools in the City of Hamilton with enrolments ranging from 180-870 students;

- only 1 of these schools has grades K-6, 40 include K-8 and 1 is a grade 7-8 school.

9 elementary schools in the County with student populations ranging from 120-760;

- of these 9 schools, 1 is a K-6, 7 are K-8 and 1 is a 7-8 school.

6 schools in the City and 1 school in the County with grades 9 and 10.

7.2 Private Schools in the Region

In the Hamilton-Wentworth Region there are approximately 5,000 students enrolled in 15 private schools with enrolment in each school ranging from 8 to 830 students (see Table 16 in Appendix). A few more private secondary schools, affiliated with the Roman Catholic Church are to be opened between September, 1975 and sometime in 1976. Private schools offer a diversity of programmes at both the elementary and secondary school levels for 5.3% of the student population in this Region.

The largest proportion of private schools are provided by the Roman Catholic Episcopal Corporation. In the 1974-75 school year, it offered grades 11-13 for 2500 students in the Region. As well, a new school was opened for the new school year, September 1975, and approval has been granted for the building of another school in the near future.

Funding for the private schools comes from various sources. Tuition fees, donations from churches and synagogues, and other fund raising ventures provide most of the money. The Roman Catholic private schools sometimes share facilities and share teachers and principals with the Hamilton-Wentworth Separate School Board.

Administration in the private schools also varies. Some have a Board of Governors, while others are under the direction of a principal or an organized school council made up of teachers, students and a principal. Guidelines for operating private schools and inspecting teacher certification are contained in The Education Act, 1974 (Section 15).

7.3 Special Education

The Provincial document, Living and Learning (Pg. 101) clearly outlines the Ministry of Education's policy on "special learning situations." Every child is an individual whose learning and progressive development differs from that of other children. With this in mind, the regular school programme must encompass a variety of special circumstances, ranging from the very bright and well-

developed child, to the slow learner, and physically handicapped. Thus, special education becomes an integral part of the school programme and only those who are severely impaired are segregated.

The present legislation in Ontario makes it possible for school boards to set up almost any type of special programmes to meet the needs of their students. Cooperation with health and social service agencies is also an integral part of identifying and dealing with special needs.

For the purpose of this Report, "special education" will include all types of programmes that meet the needs of the students and the community. The general categories are: adult education, vocational programmes, education for the trainable mentally handicapped and special classes. Most of these programmes are provided through the Board of Education for the City of Hamilton. The other two Boards buy their services from the Hamilton Board.

7.3.1 Adult Education

To meet the needs and interests of the community, a wide scope of courses are offered through the Hamilton Board of Education's Evening and Day-time Programmes. The Evening School Programme offers credit courses, arts and crafts courses, general interest courses and apprenticeship training. The Adult Day Classes offer academic and vocational credit courses, and non-credit general interest courses (such as dressmaking, painting, typing).

As Mohawk College, YWCA, YMCA and other institutions also provide adult education, it is important to carefully coordinate the provision of adult programmes to avoid duplication.

Adults from outside of Hamilton attend night courses and interest courses in Hamilton, as it is uneconomical and inefficient to scatter classes throughout the County.

7.3.2 Vocational Schools

There are seven vocational schools (three for girls and four for boys) with 1974-75 enrolments of 2,154 pupils. These schools, which are all located in Hamilton, provide general education as well as practical vocational training for students between the ages of 14-18 from the entire Region. Vocational schools are only provided at the secondary school level.

7.3.3 Special Classes

Enrichment Classes and Special Opportunity Classes are provided by the three Boards in the Region. Examples of such classes are: Hard-of-Hearing, Limited Vision, Orthopaedic, Learning Disability, Emotionally Disturbed and Linguistically Handicapped.

7.3.4 Schools for the Trainable Retarded

Programmes for the trainable retarded are offered through four special schools operated by the Hamilton Board of Education. Centrehaven, Easthaven and Mounthaven are the junior schools for children in the age group 5-16 years. Easthaven Junior is the senior school providing a special rotary programme of academic and practical shops for students in the age group of 17-21 years.

Special children in all the school boards are integrated into the regular classroom wherever possible. Some are provided with special classes. However, those who are severely disabled are cared for through the Hamilton Board of Education's Special Education Programme at the schools listed above.

The Hamilton-Wentworth Separate School Board has no special programme for the trainable mentally handicapped. Where possible, students are integrated into the regular school system. Those students who require special training are sent to the Hamilton Board of Education's schools.

Up until the fall of 1975, the Wentworth County Board of Education purchased the education for their trainable mentally handicapped students from the City of Hamilton and other school boards in neighbouring counties. In September, 1975, the Board opened its first school for the trainable retarded in Flamborough.

7.4 School Transportation

Ontario school boards have substantially increased the provision of pupil transportation over the last 25 years. In 1971, more than one quarter of the total elementary school enrolment (13 times as much as in 1951) and one third of the total secondary school enrolment (5½ times as much as in 1951) were being bused to school. Some of the factors responsible for this increased service provision are: improved roads and road services; availability of larger and better vehicles; growth of population; greater family mobility; creation of central elementary and composite secondary schools and increased provision of special programmes for handicapped children.¹⁷

7.4.1 Eligibility and Service Policies

Although almost 75-100% of local transportation costs are covered by Provincial grants, the decision regarding eligibility and service provision is left to the discretion of each individual school board. School transportation is viewed as a privilege given to those students having difficulties getting to school. The Schools Administrations Act, Section 42, states that a board may provide transportation services for:

- a) regular transportation between home and school
or between school and school to permit attendance

17. Committee on the Costs of Education, Interim Report Number 3, Pupil Transportation. Pg. 3.

during the normal school day for eligible pupils, including the handicapped, the retarded and those in kindergarten classes;

- b) special transportation between school and school where special educational facilities are centralized, such as special education classes, home economics, industrial arts and vocational courses;
- c) special transportation between school and other facilities for educational purposes, such as field trips, excursions, visits to museums, art galleries and other educational institutions;
- d) special transportation to permit participation in and out-of-school and extracurricular activities such as music festivals and sports events.¹⁸

Of those pupils, for whom a board chooses to provide transportation, the Act does require that the pupil being transported must be a resident of the board's area of jurisdiction and that he/she must be going to:

- a) a school that the board operates;
- b) a school operated by another board to which the board pays fees in respect of such a person;
- c) the Ontario School for the Blind;
- d) an Ontario School for the Deaf;
- e) an Ontario Hospital School, and
- f) a children's mental health centre established under The Children's Mental Health Centres Act.

Consequently, it is up to each board to establish its own eligibility policies. In general, these policies should indicate that transportation should be provided to students having difficulties getting to school due to distance, road hazards, climatic conditions, availability of public transportation, or handicaps getting to and from school. Policies for rural children should be different than those for urban children. In addition, the board should have policies regarding:

- a) maximum distance students should walk to and from bus stops or pick-up points;
- b) pick-up and drop-off times;

18. The Schools Administration Act, Revised Statutes of Ontario, 1970, Chapter 424 as amended by 1971, Chapter 90, (Queen's Printer and Publisher, Toronto, 1971).

- c) maximum length of time students should spend on buses;
- d) maximum bus loadings;
- e) transfers;
- f) combining routes, and
- g) cancellation of services.¹⁹

7.4.2 Transportation Planning

A major component of a board's transportation function is the design and planning of bus routes. Routes are generally designed in a manner which attempts to minimize the walking distance for each child and to maximize the number of students on each bus. The task of designing, the route is left to the board. Ideas for route design and planning are provided for the boards in the Provincial publication Managing School Transportation.

As well, guidelines regarding maximum walking distances to schools are contained in The Education Act, 1974. Indirectly through Section 20, Subsection 2 (c) of the Act, maximum distances are established by permitting that a child be excused from attendance at school if, transportation is not provided by a board for the child and there is no school that he has a right to attend, situated:

- a) within one mile from his residence measured by the nearest road if he has not attained the age of seven years on or before the first school day in September in the year in question, or
- b) within two miles from his residence measured by the nearest road if he has attained the age of seven years but not the age of ten years on or before the first school day in September in the year in question, or
- c) within three miles from his residence measured by the nearest road if he has attained the age of ten years on or before the first school day in September in the year in question.²⁰

It must be noted that these distances are maximums. It is highly unlikely that a board would require a six year old to walk a mile to a bus stop or to a school. In Hamilton-Wentworth the three Boards of Education have defined maximum walking distances which are discussed in section 7.4.4 of this Report.

19. Ontario Ministry of Education, Managing School Transportation, (Ontario: Ministry of Education, 1973), Pg. 24.

20. Ontario, The Education Act, (Toronto: The Queen's Printer for Ontario, 1974), Pg. 26.

7.4.3 Transportation Grants

The Ministry of Education provides specific grants to the Boards of Education on approved expenditures for regular transportation, which is:

- a) transportation between home and school;
- b) transportation between school and school for courses requiring special facilities and equipment;
- c) transportation between school and school and home and school to enable handicapped children to attend their classes or schools;
- d) transportation and board and lodging for pupils in areas where daily transportation to and from school is not feasible;
- e) miscellaneous provisions to permit attendance at summer school, purchase of a school bus, public transportation (ie. tickets), etc.²¹

The Ministry uses a specific formula to determine what percentage of local transportation expenditures are eligible for grant. The percentage differs according to the wealth of the board. Between 1969-72 a large number of school boards in Ontario had 100% of their transportation expenditures approved for grant.²² During those same years, almost all boards were above the 75% level.

The grant for local transportation expenditures is a percentage of the lesser of:

- a) a board's annual expenditure, and
- b) an expenditure "ceiling" calculated for the board using a specific formula provided by the Ministry.

The formula is based on 3 factors:

- a) the number and size of vehicles used to transport the students;
- b) the number of miles travelled by the vehicles, and
- c) the number of students transported.²³

21. Committee on the Cost of Education, Interim Report No. 3, Pupil Transportation, (Toronto: The Queen's Printer for Ontario, 1973)

22. Ibid, Pg. 83.

23. Ontario, Ministry of Education, Managing School Transportation, (Ontario: Ministry of Education, 1973), Pg. 7.1-7.3.

7.4.4 Local Transportation Policies and Costs

The pupil transportation policies and costs of the three Boards of Education in this Region vary as does the level and type of service provided. More busing is provided by the County Board because of the sparse and scattered population in its area of jurisdiction. Transportation costs, therefore, take up a much larger percentage of its total budget, reflecting the large numbers of pupils who need to be transported. The Separate School Board, having jurisdiction in part of the rural area, is also spending a large percentage of its total budget on transportation. The City Board, able to rely on the public transit system, spends most of its transportation budget on special transportation for handicapped children.

7.4.4.1 Wentworth County Board of Education

A large number of students attending the Wentworth County Board of Education schools must be bused to school since they have no access to public transportation and live beyond the acceptable walking distance to schools.

During 1975-76, 50% of the Board's elementary school pupils and 90% of its secondary school pupils were bused. In total, approximately 12,500 pupils were provided with transportation.

The Board determines its route design according to some general policies on maximum walking distances to bus stops or pick-up points. These are as follows:

For Kindergarten and special education;

- $\frac{1}{4}$ mile radius from bus stop.

For grades 1-8;

- $\frac{1}{2}$ mile radius from bus stop.

For grades 9-13;

- 1 mile radius from bus stop

The County Board combines its bus routes with the Separate School Board where it is convenient or necessary. Separate school pupils are dropped off at either a transfer point or at the public school where a bus operated by the Separate School Board takes over and completes the journey. This system is beneficial to both school boards. The County Board fills up its bus to capacity (resulting in a lower per pupil cost) and the Separate School Board gets transportation at a cheaper cost than it would were it to operate its own bus or use the Hamilton Street Railway School Bus Service.

Representing 6.5% of the Board's total budget for the 1975-76 school year, \$2,000,652.00 was allocated to transportation. The 1976 per

bused pupil cost will be about \$160.00 compared to \$128.55 in 1975. Higher wages and gas prices are greatly responsible for the increase in costs. The Province pays approximately 85% of the Board's approved transportation expenditures, although this is expected to go down to 75% in the 1976-77 school year. Any transportation expenditure that is not an approved expenditure must be totally borne by the taxpayer.

7.4.4.2 Hamilton-Wentworth Separate School Board

The Separate School Board, having jurisdiction in part of the rural area, must also provide transportation for many of its pupils. In the 1975-76 school year, the Board provided transportation for 3,120 elementary school pupils. Most of these pupils are located in the rural areas where public transit is inaccessible.

The Board has general policies on maximum walking distance to school or to bus stops. In both instances, the Board accepts a walking distance of $\frac{1}{2}$ mile radius as a maximum for kindergarten students and $\frac{3}{4}$ mile radius for grades 1 to 10. It must be noted that the maximum distance is stated as a radius and not as actual walking distance which means that a child may be walking further than $\frac{1}{2}$ mile to school or to the bus stop.

In the 1975-76 school year, the Board spent \$653,956.00 on transportation, which represented 2.5% of its total budget. Its per bused pupil cost was between \$120.00 and \$127.00 for the year, with the Province providing a grant for 90 to 98 percent of the cost.

7.4.4.3 The Board of Education for the City of Hamilton

Pupils attending schools of the Hamilton Board of Education have access to public transit and are therefore not provided with transportation. The two exceptions to this general rule are handicapped pupils who are served by special transportation facilities and vocational school pupils who have to travel further than two miles. The latter group is provided with bus tickets.

The cost of pupil transportation for the Hamilton Board is quite high on a per bused pupil basis because most of the transportation required is of a special nature. In the 1975-76 school year, this cost was \$468.91 per bused pupil, which covered the provision of special transportation for 500 elementary and 783 secondary school pupils. The total transportation cost for that school year, including bus tickets, was \$601,611.00, with the Province covering 100% of this cost.

8.0 POST-SECONDARY EDUCATION

8.1 Financing Post-Secondary Education in Ontario

With the introduction in 1967 of the Federal Provincial Fiscal Arrangements Act, the Federal Government agreed to reimburse the Provincial governments for 50% of the approved operating expenditures of post-secondary institutions. The Act, thus provided for an escalated Federal Government involvement in funding university expenditures. However, the arrangement is to be renegotiated in 1977 when some changes are anticipated.

In 1967-68, the Ontario Ministry of Colleges and Universities established an enrolment based formula for grants to post-secondary institutions.²⁴ The Provincial grant formula to Colleges of Applied Arts and Technology was replaced in 1975 by an incremental budgeting mechanism.²⁵

Ontario budgetary expenditures for colleges and universities have increased over the last five years from 645 million dollars in the 1971-72 fiscal year to an interim figure of 1,024 million dollars for 1975-76. It is estimated that in 1976-77, the figure will increase to 1,168 million dollars (Table 17).

In the last few years, however, constraints have been placed on higher education public expenditures. In November 1972, the Ontario Government placed a moratorium on capital funds for universities and colleges. As the Ontario Economic Council explains, "The imposition of these constraints by the Provincial government was likely a result at least in part of the increased competition for public funds from other areas".²⁶ Both colleges and universities are concerned that the quality of higher education in Ontario will be affected significantly if the financial constraints continue.

8.2 Post-Secondary Education in Hamilton-Wentworth

Education at the post-secondary level in the Region is provided by two institutions, namely, McMaster University and Mohawk College of Applied Arts and Technology. Both institutions are funded by the Provincial Government through the Ministry of Colleges and Universities.

8.2.1 McMaster University

McMaster University was operating in Hamilton as early as the 1930's when it relocated from Toronto to West Hamilton. At that time, McMaster was a Baptist university backed by the Baptist Convention

24. Ministry of Colleges and Universities, Operating Formula Manual, March 1973.

25. Ministry of Colleges and Universities, Guidelines for Funding the Colleges Of Applied Arts & Tech., 1975-76, unpublished document.

26. Ontario Economic Council, Education: Issues and Alternatives, 1976.

of Ontario and Quebec. In 1957, it became a non-denominational private institution. McMaster's Divinity College, a theological school, retained its Baptist affiliation. The McMaster Act of 1968-69 organized the university under three divisions, each having its own vice-president. The Division of Arts consisted of the Faculties of Business, Humanities and Social Sciences; the Division of Science and Engineering consisted of the Faculties of Science and Engineering; and the Division of Health Sciences consisted of the faculty of Medicine which has since become the Faculty of Health Sciences and includes the School of Nursing and the School of Medicine. This structure was ammended in 1974 when the divisions were dissolved. The three vice-presidents were replaced by one vice-president and each Faculty came under the leadership of a dean.

McMaster University is located in the west end of Hamilton near the Royal Botanical Gardens. It is within easy reach of downtown Hamilton, Dundas and Ancaster. It is close to major transportation routes, including Hwys. 6 and 8 and the Q.E.W. McMaster's central campus is reserved for pedestrian traffic only. On the campus, there are over 40 buildings providing classrooms, laboratories, seminar rooms, a gymnasium, libraries and administrative and faculty offices. The McMaster Medical Centre is located on the south-west corner of the campus.

The University corporation consists of 32 governors. The University Senate, made up of representatives of the teaching and administrative staff, governors, study body and alumni, supervises and directs academic work. University financing is through endowment income, gifts, fees, and annual grants from the City of Hamilton, the Regional Municipality of Hamilton-Wentworth, the Province of Ontario and the Government of Canada.

In the 1930's, enrolment was approximately 600 students. By the end of 1974, it had increased to almost 9,500 students enroled in full-time degree programmes, 6,200 enroled in part-time degree programmes and an additional 3,800 in continuing education courses.²⁷ The greatest increase in enrolment was experienced during the 1960's due to the increasing numbers in the 18-21 age group and the presence of better social and economic conditions. The beginning of this decade saw an arrest in the growth of enrolments. In the future, enrolments are expected to fluctuate depending on social, demographic and economic factors. The cost of post-secondary education has been steadily increasing. In 1970, McMaster University's expenses for academic operations totalled \$31,984,000.00 out of which 63% of the funding was provided through Provincial operating grants. These expenditures increased to \$51,743,000.00 for the fiscal year ending April 1975 with the Province providing 62% of the funds.²⁸

27. McMaster University, Registrar's Report, 1974-75.

28. McMaster University, Fact Book, 1974-75, Office of Institutional Research, June 1975.

8.2.2 Mohawk College of Applied Arts and Technology

Formerly the Hamilton Institute of Technology, Mohawk College became incorporated as a community college in 1967. Its student body at that time consisted of 688 men and 3 women enrolled in six full-time post-secondary programmes. In 1973, the College's enrolment was 3,800 full-time students, 4,000 full-time retraining students and 980 apprenticeship students in continuing education courses. While the growth of the College has been rapidly increasing, it is expected to moderate over the next few years with only a 5.3% enrolment increase in 1975. The 1975-76 enrolment figure of 23,500 is expected to increase only to approximately 26,000 by 1977-78, with a 2.9% increase between 1976 and 1977.²⁹

While the main campus of Mohawk College is situated on Fennell Avenue West in Hamilton, an additional fourteen campuses are scattered throughout Hamilton-Wentworth Region and in Brant County. Located in Hamilton, Dundas, Saltfleet, Brantford, and the New Credit Reserve, some of the campuses offer similar courses to those at the main campus, while others provide the more specialized programmes such as nursing and retraining courses.

The College has a policy of making its facilities and personnel resources available to the community for educational, cultural, recreational, and social activities. As well, the College offers its services off-campus in response to special community needs.

29. Mohawk College, Multi-Year Plan, 1972-78, 1972.

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APPENDIX

- I TABLES
- II CHARTS
- III MAPS

TABLES

Table 1A GUIDELINES FOR THE PROVISION OF SCHOOL FACILITIES

Type of School	School Site* (Acres)	Location	Minimum Classroom Size (sq. ft.)	Maximum Pupils per classroom	Pupils per School	Walking Distance (Miles)
Elementary						
K - 6 or K - 8	Min. 5	Urban - 1 per neighbourhood	700 K	40 K	Minimum 210	1/2 to 1
	K-6		750 Closed Classroom	35 1 - 8	Desirable 400	
Min. 5	K-8	Rural - 1 per 210 pupil maximum, to be located according to sound planning principles.	850-900 Open Plan Classroom		Maximum 650	
7 - 8 (senior elementary school)						
	Min. 5	Urban - 1 for every 2-3 neighbourhoods depending on population density and number of school age children	750	35	Minimum 350	1/2 to 1
		Rural - 1 per 350 pupil minimum to be located according to sound planning principles.			Maximum 750	
Secondary						
9 - 13	Min. 12 - 16 depending on site	Urban - catchment area of approx. 6 neighbourhoods, depending on population density and number of school age children	750	30	Academic High School	Urban -
		Rural - 1 per 800 pupil minimum to be located according to sound planning principles. Catchment area may cross municipal boundary lines.	varies for Special Vocational	20 Special Vocational	School - Minimum 800 Maximum 1100	Public - Separate
					Composite High School	Rural -
					School - Minimum 1000 Maximum 1500	Public - Separate

TABLE 1B

AVERAGE ELEMENTARY SCHOOL SIZE (ENROLLMENT) BY
COMMUNITY SIZE (POPULATION), 1972: ONTARIO

Community size (population)	Public		Separate	
	K-6	K-8	K-6	K-8
5,000 or less	335	329	459	343
5,001 - 20,000	314	420	261	434
20,001 - 50,000	341	485	277	313
50,001 - 100,000	346	419	272	348
100,001 - 500,000	335	467	273	396
500,001 or more	507	611	559	520

From: C. Watson and S. Quazi, School Planning Manual (Toronto: Ontario
Institute for Studies in Education, 1973)

Sources: 1. Annual Report of the Ontario Minister of Education, 1972.
2. Ministry of Treasury, Economics and Intergovernmental Affairs,
Ontario Population Statistics, 1971.

TABLE 1C

AVERAGE SECONDARY SCHOOL SIZE (ENROLLMENT) BY
COMMUNITY SIZE (POPULATION), 1972: ONTARIO

Community size (population)	1972	
	9 - 12	9 - 13
5,000 or less	-	685
5,001 - 20,000	-	1,109
20,001 - 50,000	-	1,160
50,001 - 100,000	-	1,306
100,001 - 500,000	-	1,205
500,001 or more	560	1,536

From: C. Watson and S. Quazi, School Planning Manual (Toronto: Ontario
Institute For Studies in Education, 1973)

Sources: 1. Annual Reports of the Ontario Minister of Education, 1931 and 1972.
2. Ministry of Treasury, Economics and Intergovernmental Affairs, op. cit.
3. Ontario Department of Economics and Development, Population Statistics
for Ontario 1966.

TABLE 1D

SCHOOL SIZE CHARACTERISTICS BY LEVEL AND TYPE OF SCHOOL, 1972: ONTARIO

School level and type	Number of schools	Total enrollment	Average enrollment per school	Largest school	Smallest school
Separate elementary (K-10)	1,336	422,166	316	9 schools with 1,000 to 1,400 pupils	25 schools with less than 50 pupils
Public elementary (K-8)	2,790	1,022,936	367	21 schools with 1,000 to 1,300 pupils	79 schools with less than 50 pupils
Total elementary	4,126	1,445,101	350	30 schools with 1,000 to 1,400 pupils	104 schools with less than 50 pupils
Secondary (9-13)	607	583,013	946	52 schools with 1,600 or more pupils	40 schools with 50 - 250 pupils
Total	4,733	2,028,144			

From: C. Watson and S. Quazi, School Planning Manual (Toronto: Ontario Institute for Studies in Education, 1973)

Source: Annual Report of the Ontario Minister of Education, 1972.

ELEMENTARY (GRADE K - 8 or LOWER)

<u>SPACE</u>	<u>NET FUNCTIONAL FLOOR AREA (Sq. Ft.)</u>	
	<u>MINIMUM</u>	<u>MAXIMUM</u>
Kindergarten	700	1200
Regular Classroom	750	
Special Education Classroom	700	900
Science Room - without Lab Sinks	700	
- with Lab Sinks	700	850
Art Room	800	1100
Music Room - Instrumental	1000	1400
- Vocal	850	1225
Industrial Arts Room - Single	1300	1500
- Double	2200	2500
Home Economics Room	1100	1300
Library Resource Centre* Not less than than 210 pupil places including Kindergarten pupil places	1000	5 - sq. ft./ pupil place
General Purpose Rooms		
- less than 210 pupil places including K pupil places	1500	2000
- 210 or more pupil places excluding K pupil places	2000	3150
Optional Double-Size General Purpose Room in a school of 650 or more pupil places excluding Kindergarten	4000	6300
Change Room Attached to General Purpose		
Room - without shower	250	450
with shower	500	850
Lunch Room	375	1100
Health Unit	150	475
Counselling & Guidance Centre	100	400

SENIOR ELEMENTARY (GRADES 7 - 8)

<u>SPACE</u>	<u>NET FUNCTIONAL FLOOR AREA (Sq. Ft.)</u>	
	<u>MINIMUM</u>	<u>MAXIMUM</u>
Regular Classroom	750	
Special Education Classroom	700	900
Science Laboratory (with a minimum of 5 sinks & teacher's demonstration) desk	900	1200
Art Room	900	1100
Music Room - Instrumental	1100	1500
- Vocal	900	1100
Commercial Room	900	1200
Industrial Arts Room - Single	1300	1700
- Double	2200	2800
Home Economics Room	1200	1300
Library Resource Centre	1000	3 - sq. ft./ pupil place
General Purpose Room or Gymnasium		
- Single	2800	3150
- Double (650 or more pupil places)	4500	6300
Change Room with Shower attached to a general purpose room gymnasium	500	850
Lunch Room	700	<u>No. of Pupils</u> 3 x 10
Health Unit	200	600
Counselling and Guidance Centre	250	700

SOURCE: Capital Grants Plan, 1971 - Ontario Department of Education

Table 2B

SPACES ELIGIBLE FOR THE CAPITAL GRANT SCHEMESECONDARY (Grades 9-13)

<u>SPACE</u>	<u>NET FUNCTIONAL FLOOR SPACE (Sq. Ft.)</u>	
	<u>MINIMUM</u>	<u>MAXIMUM</u>
Regular Classroom	750	
Lecture Room (with stepped floor)	1400	1600
Seminar Room (with lecture Room or other group instruction area)	200	400
Science and Physics Laboratory	950	1400
Biology Laboratory	1000	1400
Chemistry Laboratory	950	1400
Art Room	900	1100
Music Room - Instrumental	1100	1500
- Vocal	900	1100
Typewriting Room	900	1200
Industrial Arts Room - Single	1500	2500
- Double	2700	3400
Home Economics Room - Food & Nutrition	1100	1350
- Clothing & Textiles	1000	1250
- General	1200	1350
Library Resource Centre	1500	5 - sq. ft./ pupil place
Gymnasium - Single	3150	4500
- Double	6150	8000
Change Room	650	1000
Team Change Room	550	1000
Lunch Room & Cafeteria - Lunch Room	1500	<u>No. of Pupils</u> 3 x 10
- Cafeteria	2000	<u>No. of Pupils</u> 3 x 1
Health Unit	250	700
Counselling & Guidance Centre	300	1200
Theatre Arts Room	1000	1600
Special Education Classroom	700	900

Table 2C

SPACES ELIGIBLE FOR THE CAPITAL GRANT SCHEMESECONDARY VOCATIONAL

NET FUNCTIONAL FLOOR AREA (sq. ft.)

<u>SPACE</u>	<u>MINIMUM</u>	<u>MAXIMUM</u>
Business Machines Room, Office	900	1300
Practice Room		
Typewriting Room	900	1200
Bookeeping & Accountancy Room	900	1200
Secretarial Laboratory	900	1325
Commercial Practice Laboratory	500	675
Computer Studies Room	750	1100
Marketing & Merchandizing Room	1200	1500
Agricultural Science Laboratory	750	950
Greenhouse - Adjunct to a Boys Occupa-	1000	1175
tional Shop		
- Adjunct to an Agricultural	1600	2700
Science Laboratory		
Auto Shop	2750	3250
Building Construction - Carpentry -	2250	3000
Millwork Shop		
Drafting Room	950	1200
Electricity Shop, Electricity-Electronics	1800	2300
Shop		
Electronics Shop	1800	2000
Industrial Physics Laboratory	1200	1600
Industrial Chemistry Laboratory	1000	1200
Machine Shop	1800	2300
Occupational Shop - Girls	1800	2500
- Boys	1800	2500
Refrigeration, Air-conditioning,		
Heating Shop,		
Sheet-metal, Air-conditioning, Heating,	1800	2500
Plumbing Shop		
Welding Shop	1800	2500

Table 3A

PUPIL LOADINGS FOR LEGISLATIVE GRANT PURPOSES - ELEMENTARY

The following pupil loadings shall be used in all Requests for Approval for general legislative grant purposes, unless otherwise determined.

SPACE	PUPIL LOADINGS	NOTES
I <u>Elementary (including Senior Elementary)</u>		
Classroom (regular) or the equivalent teaching space	35	
Special Education Classroom	Varies	See regulations for Special Education Services
Kindergarten	40	Organized as 2 classes, 20 pupils in the morning and 20 pupils in the afternoon
Group Instruction	Proportions to size	
Seminar (in connection with group instruction room)	Proportion- ate to size	
Art Room	35	
Music Room - Vocal or Instrumental	35	
Science Room/Science Laboratory	35	
Commercial Room	35	
Home Economics Room	} 35 (for two)	
Industrial Arts Room		
Library Resource Centre	NIL	An existing library-classroom shall have a pupil loading of 35
General Purpose Room -Grades 7-10 pupil places only -Single -Each additional single facility	NIL	
	NIL	
	35	

Table 3B PUPIL LOADINGS FOR LEGISLATIVE GRANT PURPOSES - SECONDARY

	SPACE	PUPIL LOADINGS	NOTES
II	Secondary (excluding special vocational schools)		
	Classroom (regular) or the equivalent teaching space	30	
	Special Education Classroom	Varies	See regulations for Special Education Services
	Lecture Room	Proportionate to size	
	Seminar Room (in connection with Lecture room)	Proportionate to size	
	Science, physics, biology and chemistry laboratories	30	
	Art Room	30	
	Music Room (Vocal or Instrumental)	30	
	Typewriting Room	30	
	Industrial Arts Room	20	
	Home Economics Room (foods and nutrition, clothing and textiles or combined)	20	
	Theatre Arts Room	30	
	Commercial Instructional Space	30	
	Commercial Practice Laboratory	NIL	
	Technical Instructional Space	20	
	Occupational Shop.	15	
	Green House	NIL	
	Library Resource Centre	NIL	
	Gymnasium (single)	NIL	
	Each additional facility	30	
	Auditorium	NIL	An auditorium readily divisible into acceptable lecture rooms or similar may be given a commensurate pupil loading and each lecture room or similar may thereby be treated as an eligible space for legislative grant purposes.

<u>SPACE</u>	<u>PUPIL LOADINGS</u>	<u>NOTES</u>
III <u>Special Vocational</u>		
Academic Instructional Space	20	
Practical Instructional Space	15	
Library Resource Centre	NIL	
Gymnasium (single)	NIL	
Each additional facility	20	

The Pupil loading of any spaces not listed in the foregoing shall be determined by the Ministry.

SOURCE: Capital Grant Plan, 1971 - Ontario Department of Education

TABLE 4

ONTARIO ELEMENTARY AND SECONDARY SCHOOL ENROLMENT¹ BY GRADE OR YEAR, SEPTEMBER 1973
AND PROJECTIONS, SEPTEMBER 1974 TO SEPTEMBER 1983

Grade	(Actual)										1982	1983
	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	
ELEMENTARY												
Junior Kindergarten	38,038	42,710	45,931	48,433	52,836	55,037	55,918	56,358	56,798	57,238	57,680	
Kindergarten	124,029	129,094	133,377	129,091	123,750	123,750	123,750	123,750	123,750	123,750	123,750	
Grade 1	135,463	135,095	139,526	144,155	139,523	133,750	133,750	133,750	133,750	133,750	133,750	
" 2	137,879	133,756	132,212	136,757	141,438	137,033	131,497	131,630	131,764	131,831	131,798	
" 3	147,484	136,590	132,070	130,719	135,215	139,893	135,537	129,973	130,017	130,061	130,105	
" 4	156,617	145,841	134,942	130,546	129,240	133,707	138,300	133,949	128,465	128,523	128,566	
" 5	157,112	155,514	145,170	134,217	129,779	128,416	132,786	137,312	132,992	127,546	127,603	
" 6	157,250	156,531	155,143	144,845	134,035	129,576	128,206	132,609	137,160	132,866	127,425	
" 7	158,450	157,340	156,614	155,346	145,044	134,231	129,801	128,461	132,871	137,434	132,601	
" 8	153,775	154,227	153,379	152,894	151,642	141,595	130,998	126,678	125,367	129,669	134,122	
GRADES 1 - 8	1,204,030	1,174,894	1,149,056	1,129,479	1,105,916	1,078,201	1,060,875	1,054,362	1,052,386	1,051,680	1,045,970	
JUNIOR KINDERGARTEN TO GRADE 8												
	1,366,097	1,346,698	1,328,364	1,307,003	1,282,502	1,256,988	1,240,543	1,234,470	1,232,934	1,232,668	1,227,400	
Grade 9 (Elem.)	13,148	14,487	14,651	15,242	15,291	15,398	14,555	13,387	12,844	12,644	13,055	
Grade 10 (Elem.)	11,215	12,962	14,487	14,651	15,242	15,291	15,398	14,555	13,387	12,844	12,644	
Special Education	32,425	34,023	33,059	34,136	35,349	36,649	38,110	39,699	41,247	42,743	43,243	
TOTAL, GRADES 1 - 8 PLUS SPECIAL EDUCATION	1,236,455	1,208,917	1,182,115	1,163,615	1,141,265	1,114,850	1,098,985	1,094,061	1,093,633	1,094,423	1,089,213	
TOTAL, ELEMENTARY	1,422,885	1,408,170	1,390,561	1,371,032	1,348,384	1,324,326	1,308,606	1,302,111	1,300,412	1,300,899	1,296,342	
SECONDARY												
Year 1	165,235	165,403	165,859	164,148	163,479	161,772	149,765	137,513	132,606	131,166	136,195	
" 2	143,939	144,753	144,560	144,944	143,363	142,766	141,244	130,726	120,029	115,753	114,503	
" 3	126,596	127,732	128,454	128,280	128,621	127,218	126,688	125,337	116,004	106,512	102,718	
" 4	99,854	98,745	98,737	98,910	98,776	98,974	97,894	97,486	96,446	89,264	81,960	
" 5	50,101	49,428	48,885	48,881	48,900	48,834	48,932	48,398	48,196	47,682	44,131	
TOTAL, SECONDARY	585,725	586,061	586,495	585,163	583,139	579,564	564,523	539,460	513,281	490,377	479,507	
GRAND TOTAL	2,008,610	1,994,231	1,977,056	1,956,195	1,931,523	1,903,890	1,873,129	1,841,571	1,813,693	1,791,276	1,775,849	

¹Publicly-Supported Elementary and Secondary Schools.

PLANNING AND RESEARCH BRANCH
MINISTRY OF EDUCATION, ONTARIO
JUNE 21, 1974.

TABLE 5 -

PUBLIC SCHOOL ENROLMENT BY GRADE OR YEAR, SEPTEMBER 1973
AND PROJECTIONS, SEPTEMBER 1974 TO SEPTEMBER 1983

Grade	(Actual) 1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Junior Kindergarten	22,467	24,560	25,721	26,396	28,162	28,784	28,966	29,137	29,365	29,592	29,821
Kindergarten	89,974	93,887	97,001	93,884	90,000	90,000	90,000	90,000	90,000	90,000	90,000
Grade 1	97,929	98,480	101,711	105,085	101,708	97,500	97,500	97,500	97,500	97,500	97,500
" 2	98,482	96,616	95,689	99,037	102,466	99,313	95,338	95,471	95,605	95,672	95,672
" 3	104,876	97,995	95,062	94,244	97,545	100,973	97,867	93,862	93,906	93,950	94,016
" 4	111,578	104,194	96,640	93,794	93,068	96,350	99,703	96,592	92,653	92,711	92,754
" 5	112,180	111,057	103,617	96,002	93,110	92,326	95,513	98,819	95,720	91,816	91,873
" 6	112,161	112,381	110,724	103,304	95,835	92,925	92,128	95,349	98,684	95,606	91,707
" 7	112,962	112,656	112,559	111,020	103,614	96,114	93,234	92,457	95,694	99,043	95,954
" 8	109,819	110,273	109,831	109,882	108,390	101,164	93,811	90,999	90,246	93,405	96,674
GRADE 1-8	859,987	843,652	825,833	812,368	795,736	776,665	765,094	761,049	760,008	759,703	756,150
JUNIOR KINDERGARTEN TO GRADE 8	972,428	962,099	948,555	932,648	913,898	895,449	884,060	880,186	879,373	879,295	875,971
Grade 9 (Elem.)	2	-	-	-	-	-	-	-	-	-	-
Special Education	26,238	27,225	26,133	26,967	27,800	28,586	29,535	30,568	31,760	32,912	33,297
TOTAL, GRADES 1-8 PLUS SPECIAL EDUCATION	886,225	870,877	851,966	839,335	823,536	805,251	794,629	791,617	791,768	792,615	789,447
TOTAL, PUBLIC	998,668	989,324	974,688	959,615	941,698	924,035	913,595	910,754	911,133	912,207	909,268

PLANNING AND RESEARCH BRANCH
MINISTRY OF EDUCATION, ONTARIO
JUNE 21, 1974.

TABLE 6

ROMAN CATHOLIC SEPARATE SCHOOL ENROLMENT BY GRADE OR YEAR, SEPTEMBER 1973
AND PROJECTIONS, SEPTEMBER 1974 TO SEPTEMBER 1983

Grade	(Actual) 1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Junior Kindergarten	15,571	18,150	20,210	22,037	24,674	26,253	26,952	27,221	27,433	27,646	27,859
Kindergarten	34,055	35,207	36,376	35,207	33,750	33,750	33,750	33,750	33,750	33,750	33,750
Grade 1	37,534	36,615	37,815	39,070	37,815	36,250	36,250	36,250	36,250	36,250	36,250
" 2	39,397	37,140	36,523	37,720	38,972	37,720	36,159	36,159	36,159	36,159	36,126
" 3	42,608	38,595	37,008	36,475	37,670	38,920	37,670	36,111	36,111	36,111	36,089
" 4	45,039	41,647	38,302	36,752	36,172	37,357	38,597	37,357	35,812	35,812	35,812
" 5	44,932	44,457	41,553	38,215	36,669	36,090	37,273	38,493	37,272	35,730	35,730
" 6	45,089	44,150	44,419	41,541	38,200	36,651	36,078	37,260	38,476	37,260	35,718
" 7	45,488	44,684	44,055	44,326	41,430	38,117	36,567	36,004	37,177	38,391	36,647
" 8	43,956	43,954	43,548	43,012	43,252	40,431	37,187	35,679	35,121	36,264	37,448
GRADES 1-8	344,043	331,242	323,223	317,111	310,180	301,536	295,781	293,313	292,378	291,977	289,820
JUNIOR KINDERGARTEN TO GRADE 8	393,669	384,599	379,809	374,355	368,604	361,539	356,483	354,284	353,561	353,373	351,429
Grade 9 (Elem.)	13,146	14,487	14,651	15,242	15,291	15,398	14,555	13,387	12,844	12,644	13,055
Grade 10 (Elem.)	11,215	12,962	14,487	14,651	15,242	15,291	15,398	14,555	13,387	12,844	12,644
Special Education	6,187	6,798	6,929	7,169	7,549	8,063	8,575	9,131	9,487	9,831	9,946
TOTAL, GRADES 1-8 PLUS SPECIAL EDUCATION	350,230	338,040	330,152	324,280	317,729	309,599	304,356	302,444	301,865	301,808	299,766
TOTAL, ROMAN CATHOLIC	424,217	418,846	415,876	411,417	406,686	400,291	395,011	391,357	389,279	388,692	387,074

PLANNING AND RESEARCH BRANCH
MINISTRY OF EDUCATION, ONTARIO
JUNE 21, 1974.

TABLE 7

ELEMENTARY AND SECONDARY SCHOOL ENROLMENT IN HAMILTON-WENTWORTH (1965-1975)

Year	Board of Education for the City of Hamilton				Hamilton-Wentworth Separate School Board of Education		Wentworth County Board of Education					
	Elem.	% yearly change	Sec.	% yearly change	Total	% yearly change	Elem.	% yearly change	Sec.	% yearly change	Total	% yearly change
1965	36,051		16,969		53,020							
1966	36,192	+ .3	17,349	+2.1	53,541	+ .9					21,546	
1967	36,090	- .2	18,068	+3.9	54,158	+ .1					21,936	
1968	35,545	-1.5	18,811	+3.9	54,356	+ .3					22,135	
1969	35,441	- .2	19,593	+3.9	55,034	+1.2					21,962	
1970	35,151	- .8	20,053	+2.2	55,204	+ .3					21,660	+1.8
1971	34,178	-2.8	20,059	0.0	54,237	-1.7	23,379		6,219	+6.1	21,936	+ .9
1972	33,176	-2.9	19,697	-1.8	52,793	-2.7	23,927	2.2	7,009	+5.4	21,962	- .7
1973	32,114	-3.2	19,378	-1.6	51,492	-2.5	23,551	-1.5	7,281	+3.7	21,660	-1.3
1974	31,043	-3.4	18,993	-2.0	50,036	-2.9	23,360	- .8	7,538	+ .9	21,035	-2.9
1975*	30,208	-2.7	19,125	- .6	49,333	-1.4	23,137	- .9	7,373	-2.2	20,462	-2.8
							22,716	-1.8	7,175	-2.7	19,980	-2.3

*estimated for 1975

Source: The three Boards of Education in the Hamilton-Wentworth Region

PROVINCE OF ONTARIO
 Budgetary Expenditure by
 Policy Field and Ministerial Responsibility
 (\$ million)

	1972-73	1973-74	Interim 1974-75	Estimated 1975-76
Social Development Policy				
Health	1,886	2,047	2,525	2,886
Education	1,316	1,410	1,601	1,710
Colleges and Universities	706	784	880	1,018
Community and Social Services	496	544	674	855
Recreation and Culture	45	64	76	122
	4,449	4,849	5,756	6,591
Resources Development Policy				
Transportation and Communications	598	684	805	954
Natural Resources	136	153	187	211
Agriculture and Food	97	105	114	143
Environment	37	45	58	83
Industry and Tourism	22	26	38	43
Labour	10	12	15	19
Energy	—	2	2	3
	900	1,027	1,219	1,456
Justice Policy				
Solicitor General	83	90	108	117
Correctional Services	73	86	103	117
Attorney General	60	68	86	96
Consumer and Commercial Relations	25	29	35	41
	241	273	332	371
Other Ministries				
Treasury, Economics and Intergovernmental Affairs	158	261	350	429
Government Services	162	180	269	294
Revenue	53	54	123	168
Housing	26	37	70	181
Other	15	17	21	25
	414	549	833	1,097
Public Debt—Interest ¹	408	525	586	677
TOTAL BUDGETARY EXPENDITURE	6,412	7,223	8,726	10,192

¹Excludes all transactions relating to the servicing of public debentures by the Province on behalf of Ontario Hydro.

Source: Ontario Budget, 1975

TABLE 9

Local Government Expenditure in Ontario
(\$ million)

	1970	1974	Growth (1974/1970)
MUNICIPAL			(%)
Fire and Police	271	464	71
Roads and Transit	522	828	59
Waste Disposal	171	299	75
Recreation	151	315	109
Health and Social Services	291	434	49
Other	230	333	45
Sub-total	1,636	2,673	63
EDUCATION	1,905	2,366	24
TOTAL EXPENDITURES	3,541	5,039	42

Note: Figures include expenditures of municipalities, school boards, municipal homes for the aged, health units and boards, welfare boards, children's aid societies, conservation authorities and library boards. Municipal enterprises are included only to the extent of operating deficits and debt charges assumed by municipalities.

Source: Ontario Budget, 1975

TABLE 10

**Local Government Current and Capital
Expenditures, 1970 and 1974**
(\$ million)

	1970		1974		Percent Growth (1974/1970)	
	Current	Capital	Current	Capital	Current	Capital
MUNICIPAL						
Fire and Police	256	15	439	25	71	67
Roads and Transit	323	199	517	311	60	56
Waste Disposal	122	49	199	100	63	104
Recreation	122	29	232	83	90	186
Health and Social Services	279	12	420	14	51	17
Other	169	61	253	80	50	31
Sub-total	1,271	365	2,060	613	62	68
EDUCATION	1,605	301	2,204	162	37	-46
TOTAL	2,876	666	4,264	775	48	16

Source: Ontario Budget, 1975

TABLE 11

EDUCATION EXPENDITURES - PROVINCE OF ONTARIO, 1963-1976

Expenditures on Education

(in millions)

Year	Elementary & Secondary	Post - Secondary	Total for Education	Total Budget (in millions)	% of Total
1963-64	387.500		387.500	967.000	40.0%
1964-65	412.300		412.300	1,039.700	39.6
1965-66	437.124	75.980	513.104	1,456.198	35.2
1966-67	553.189	106.925	660.114	1,780.914	37.0
1967-68	689.250	220.895	910.145	2,264.701	40.1
1968-69	803.970	289.380	1,093.350	2,745.370	39.8
1969-70	883.377	462.665	1,310.024	3,467.968	38.8
1970-71	1,003.198	561.585	1,564.783	4,182.027	37.4
1971-72	1,202.000	645.000	1,847.000	6,028.000	30.6
1972-73	1,316.000	736.000	2,052.000	6,481.000	31.5
1973-74	1,410.000	784.000	2,194.000	7,304.000	30.0
1974-75	1,601.000	880.000	2,481.000	8,720.000	28.4
1975-76	1,710.000	1,018.000	2,728.000	10,192.000	26.8

NOTE: The fiscal year is April - April

NOTE: This table was compiled using the yearly Ontario Budget Statements, 1963-75.

TABLE 12

EXPENDITURES OF THE LOCAL SCHOOL BOARDS* - 1965-1975

	Board of Education for the City of Hamilton		Hamilton-Wentworth Separate School Board		The Wentworth County Board of Education		Total	
	Millions	Yearly % Increase	Millions	Yearly % Increase	Millions	Yearly % Increase	Millions	Yearly % Increase
1965	\$23.373		\$					
1966	25.809	+ 10.42						
1967	31.189	+ 20.08						
1968	37.304	+ 19.61						
1969	42.564	+ 14.10	11.346					
1970	48.144	+ 13.11	13.705	+ 20.80	**			
1971	53.100	+ 10.29	16.011	+ 16.82	\$20.143		\$ 89.254	
1972	56.592	+ 6.58	17.095	+ 6.77	20.900	+ 3.76	94.587	+ 5.97
1973	58.229	+ 2.89	18.021	+ 5.42	21.373	+ 2.26	98.023	+ 3.63
1974	61.852	+ 6.22	20.454	+ 13.50	23.613	+ 10.48	105.919	+ 8.06
1975	72.936	+ 17.92			26.412	+ 11.85		

* Gross School Board Expenditures, including capital and transportation expenditures and debt charges.

** Prior to 1969, 14 school boards were in existence. Data is unavailable.

Source: The three Boards of Education in the Region.

TABLE 13

SCHOOL BOARD FINANCING FROM PROVINCIAL & MUNICIPAL SOURCES, 1965-1975

Year	City of Hamilton Board of Education		Hamilton-Wentworth Separate School Board		Wentworth County	
	Prov.	Local & Other Revenues	Prov.	Local & Other Revenues	Prov.	Local & Other Revenues
	%	%	%	%	%	%
1965	30.0	70.0				
1966	31.5	68.5				
1967	31.4	68.6				
1968	30.0	70.0				
1969	27.9	72.1	74	26		
1970	33.5	66.5	77	23		
1971	44.3	55.7	82	18	62.7	37.3
1972	45.6	54.4	84	16	68.2	31.8
1973	44.3	55.7	84	16	67.5	32.5
1974	44.5	55.5	83	17	65.7	34.3
1975	48.3	51.7			65.4	34.6

Source: The three Boards of Education in the Region

TABLE 14

PER PUPIL COSTS BY SCHOOL BOARD, 1965-1975*

	City of Hamilton		Hamilton-Wentworth		Wentworth County	
	Board of Education		Separate School		Board of Education	
	Elementary	Secondary	Board	K-10	Elementary	Secondary
	Yearly %	Yearly %	Yearly %	Yearly %		
	Increase	Increase	Increase	Increase		
1965	358	608			--	--
1966	396 + 10.61	708 + 16.45			--	--
1967	459 + 15.91	810 + 14.41			--	--
1968	540 + 17.65	970 + 19.75			487	1,078
1969	604 + 11.83	1,177 + 21.34			560 + 14.99	1,108
1970	672 + 11.26	1,222 + 3.82	455		662 + 18.21	1,182
1971	749 + 11.46	1,370 + 12.11	551	+ 21.10	709 + 7.10	1,225
1972	804 + 7.34	1,526 + 11.39	725	+ 31.58	759 + 7.05	1,255
1973	865 + 7.59	1,570 + 2.88	771	+ 6.34	788 + 3.82	1,291
1974	953 + 10.17	1,702 + 8.41	884	+ 14.66	907 + 15.10	1,438
1975	1,177 + 23.50	2,016 + 18.45			1,043 + 14.99	1,640

Source: The three Boards of Education in the Region

* Those Figures include capital and transportation expenditures and debt charges. Therefore, they are not identical to the ceilings set by the Ministry of Education.

TABLE 15 NUMBER OF SCHOOLS BY MUNICIPALITY, GRADES, AND SCHOOL BOARD*

Municipality	K-6		K-8		7-8		9-10	9-13	9-12	13	Vocational	Trainable Mentally Handicapped		Total	Total	TOTAL
	Public	Separate	Public	Separate	Public	Separate	Separate	Public	Public	Public	Public	Public	Public	Public	Separate	
Ancaster	6	1	1	0	0	1	0	3	0	0	0	0	0	10	2	12
Dundas	8	0	0	2	1	0	0	1	0	0	0	0	0	10	2	12
Flamborough	13	0	1	1	3	0	0	1	0	0	0	1	1	11	1	20
Glanbrook	5	0	2	0	0	0	0	0	0	0	0	0	0	7	0	7
Stoney Creek	1	0	10	4	0	0	1	3	0	0	0	0	0	14	5	19
County	33	1	14	7	4	1	1	8	0	0	0	1	1	60	10	70
Total	59	1	15	40	12	1	6	0	13	2	7	4	4	112	48	160
Hamilton																

*Public schools in Ancaster, Dundas, Flamborough, Glanbrook, and Stoney Creek are operated by Wentworth County Board of Education. In Hamilton, public schools are operated by the Board of Education for the City of Hamilton.

The separate schools in all municipalities are operated by the Hamilton-Wentworth Separate School Board.

TABLE 16

PRIVATE SCHOOLS IN HAMILTON-WENTWORTH

CITY OF HAMILTON		LOCATION	STUDENT ENROLMENT Approx. 1974-75 School Year
<u>ELEMENTARY SCHOOLS</u>			
1.	Calvin Christian School	547 West 5th Street	375
2.	Dr. Rygiel's Home for Retarded	430 Whitney Avenue	95
3.	The Dream Machine	P.O. Box 962, 201 Paradise Road	8
4.	Grandview Seventh Day Adventist School	14 Salem Street, Box 25, Station D	40
5.	Hamilton Hebrew Academy	60 Dow Avenue	175
6.	Hamilton Montessori School	c/o Melrose United Church	42
		86 Homewood Avenue	
7.	Timothy Canadian Reform School	363 Stone Church Road	58
<u>SECONDARY SCHOOLS</u>			
8.	Bishop Ryan School	166 Queenston Road	788
9.	Cathedral Boys' School	380 Main Street East	310
10.	Cathedral Girls' School	467 Main Street East	503
11.	Hamilton-District Christian High School	28 Athens Street	355
12.	St. Mary's High School	700-714 King Street West	437
13.	St. Thomas More	150 East 5th Street	519
<u>ELEMENTARY AND SECONDARY SCHOOLS</u>			
14.	Hillfield-Strathallan College	Fennell Avenue West	715
DUNDAS			
<u>ELEMENTARY SCHOOLS</u>			
15.	Calvin Christian School	Ofield Road North, R.R. #2	195

TABLE 17

ONTARIO BUDGETARY EXPENTITURES FOR
COLLEGES AND UNIVERSITIES, 1971-72 to 1976-77

FISCAL YEAR	\$MILLION	% INCREASE
1971 - 1972	645	
1972 - 1973	736	+14.1
1973 - 1974	785	+ 6.7
1974 - 1975	878	+11.8
1975 - 1976	1,024	+16.6
1976 - 1977	1,168	+14.1

- CHARTS

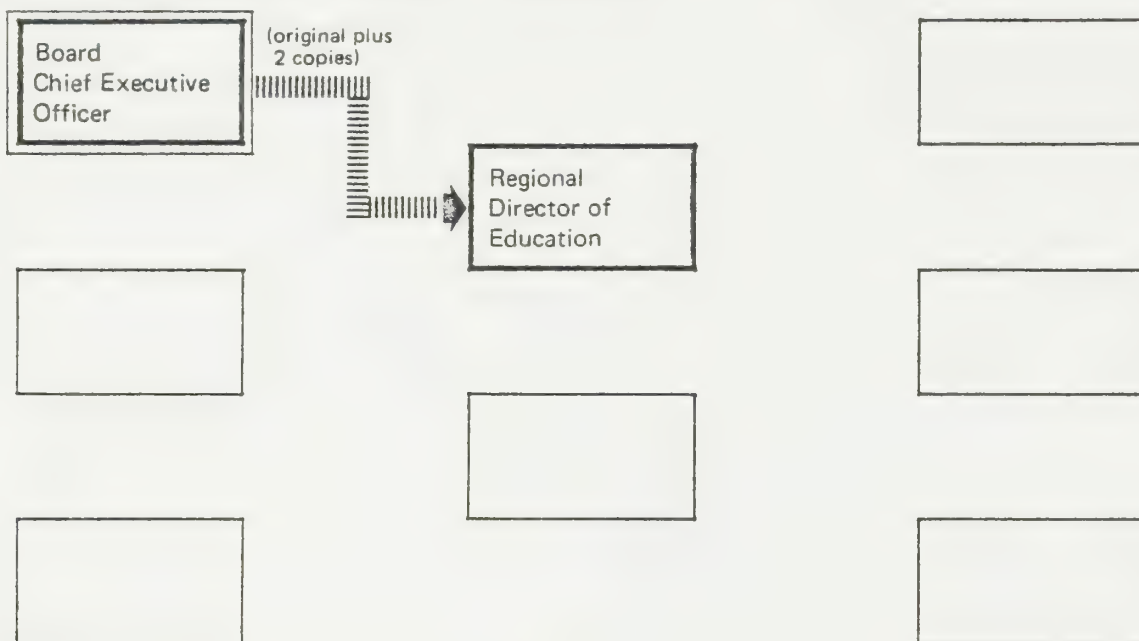
Flow Charts Illustrating Submission Procedures*

BUILDING PROPOSAL – ELEMENTARY & SECONDARY SCHOOLS

(New Schools, Additions & Alterations to Schools)

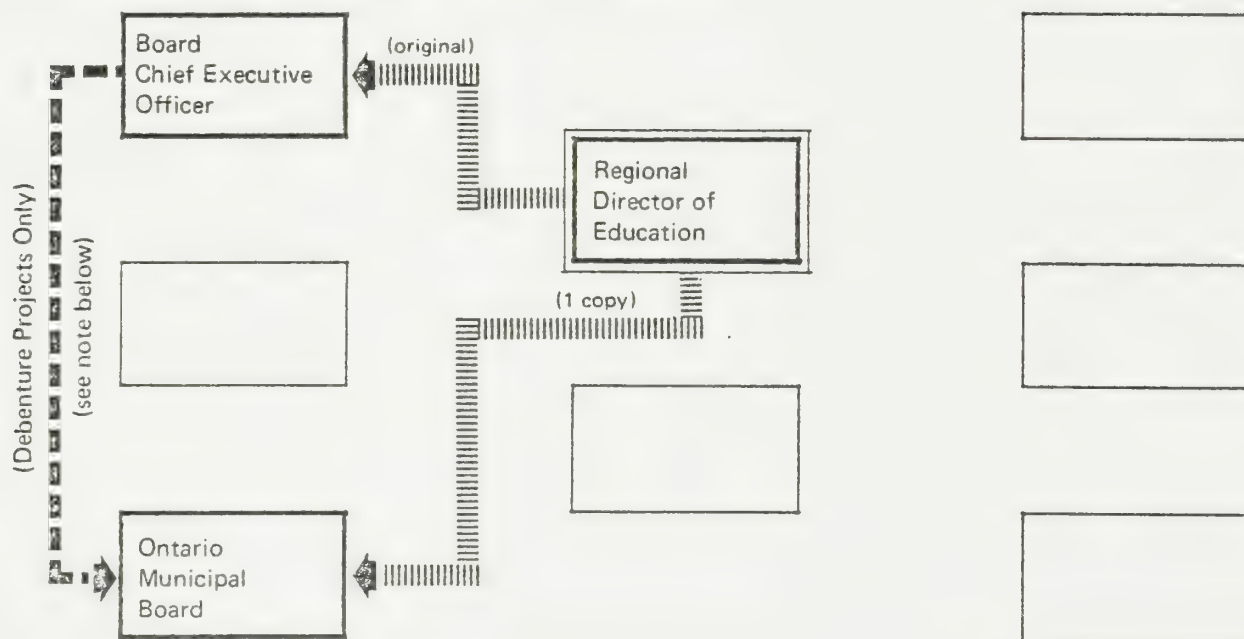
REQUEST FOR APPROVAL

(Forms Building 15 & 16, plus Form Building 17 if applicable)



APPROVAL

(Forms Building 18 & 16, plus Form Building 17 if applicable)



* Flow charts showing procedures within the Department of Education have not been shown.

NOTE:

Application by the board for Ontario Municipal Board initial approval is made AFTER receipt of the Department of Education's Approval. Application to Ontario Municipal Board at this stage will *not* be necessary if the project is covered by an Ontario Municipal Board approved capital quota or is to be financed from current funds.

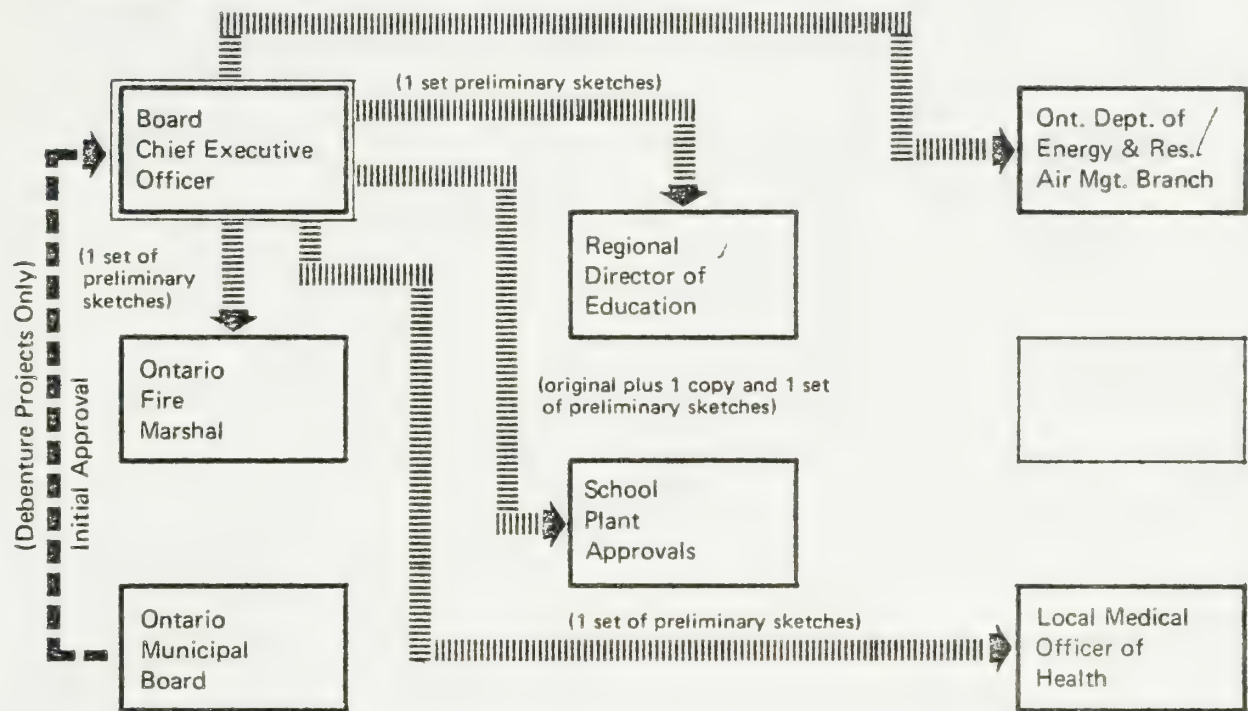
Source: Committee on Costs of Education - Interim Report Number 4. 1974

Approval Process for School Construction.
(New Schools, Additions, and Alterations to Schools)

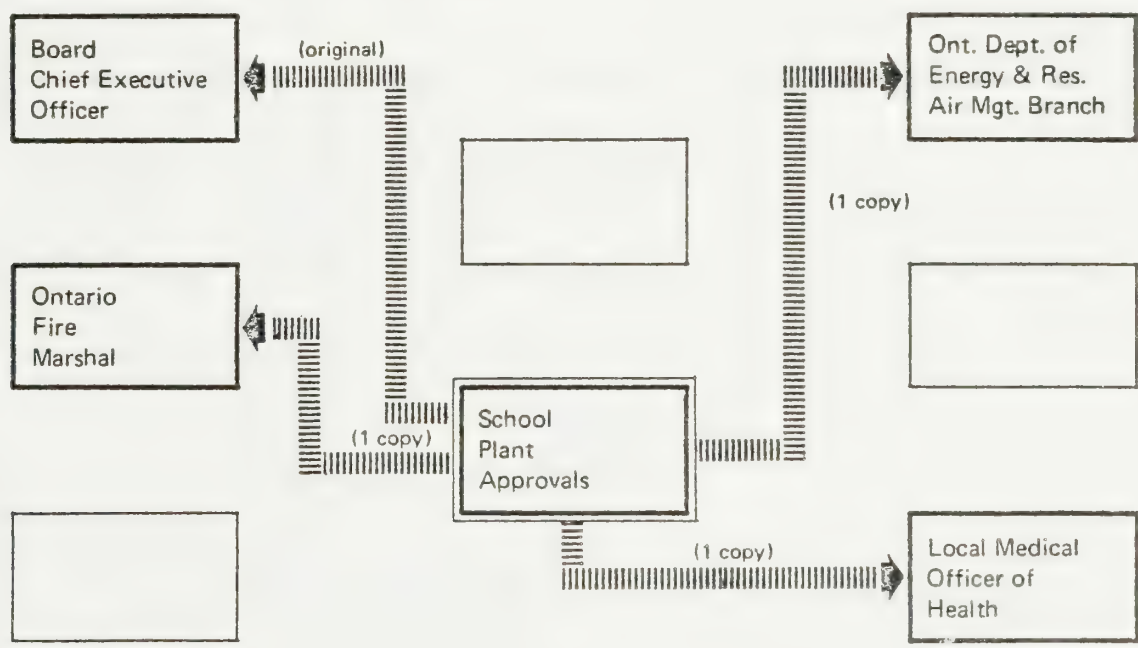
Flow Charts Illustrating Submission Procedures

PRELIMINARY SKETCHES – ELEMENTARY & SECONDARY SCHOOLS
(New Schools, Additions & Alterations to Schools)

REQUEST FOR APPROVAL
(Forms Building 15 & 16 plus Form Building 17 if applicable)



APPROVAL
(Forms Building 18 & 16 plus Form Building 17 is applicable)



Approval Process for School Construction. (New Schools, Additions, and Alterations to Schools)

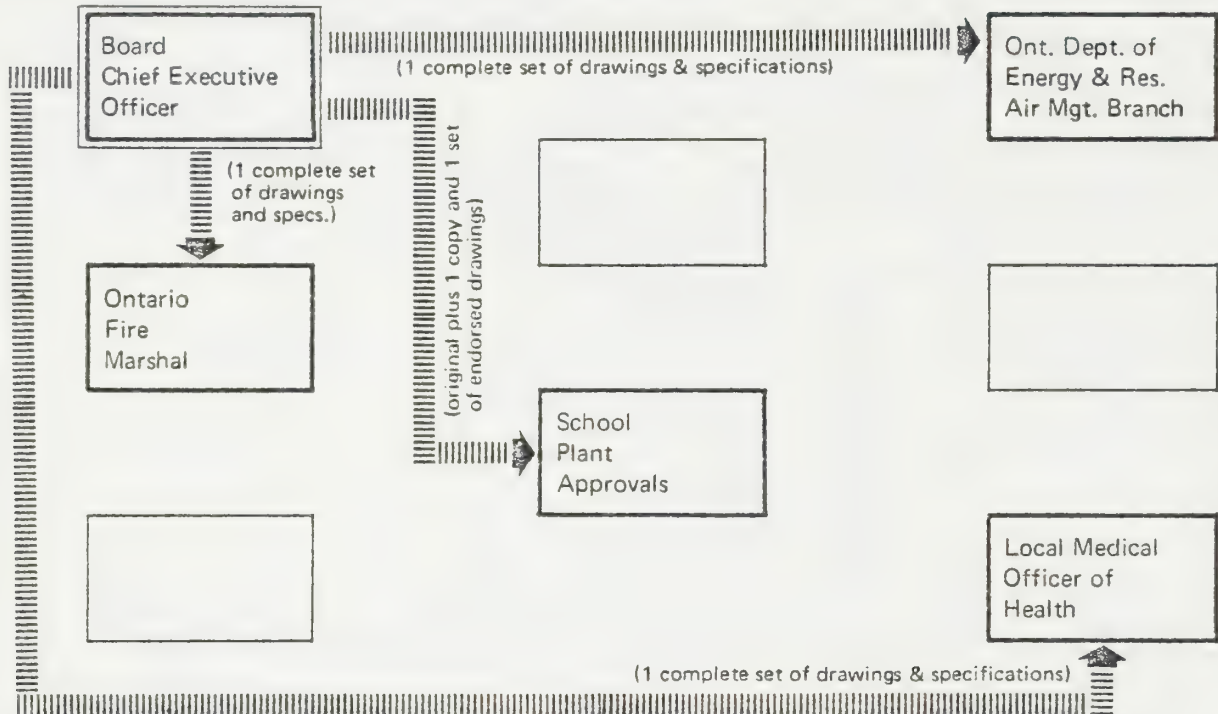
Flow Charts Illustrating Submission Procedures

WORKING DRAWINGS – ELEMENTARY & SECONDARY SCHOOLS

(New Schools, Additions & Alterations to Schools)

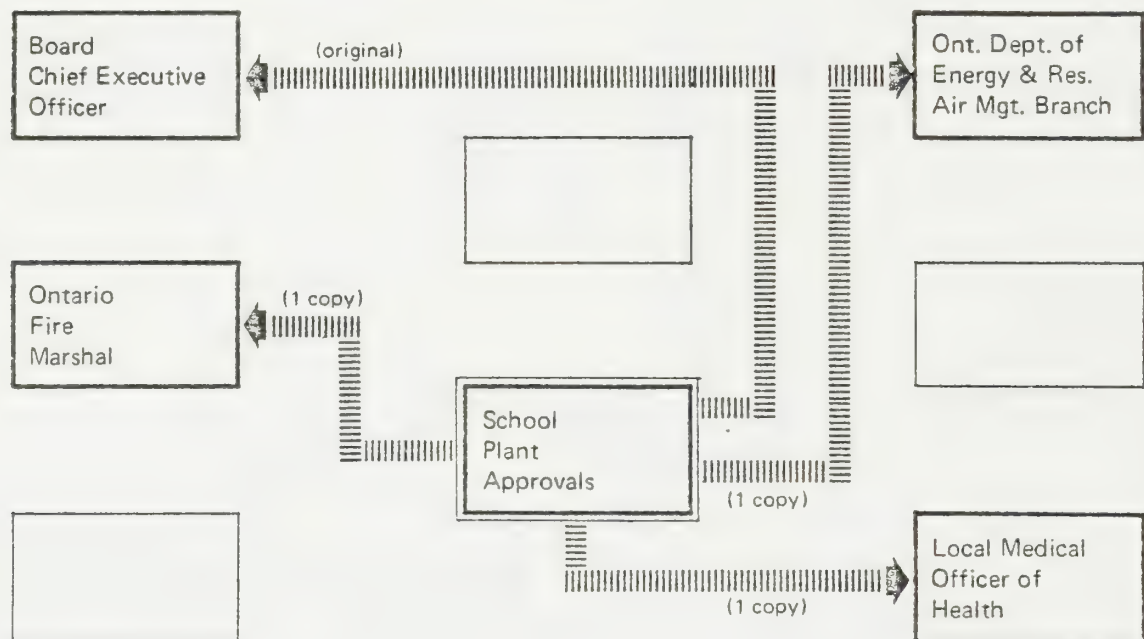
REQUEST FOR APPROVAL

(Forms Building 15 & 16 plus Form Building 17 if applicable)



APPROVAL

(Forms Building 18 & 16 plus Form Building 17 if applicable)



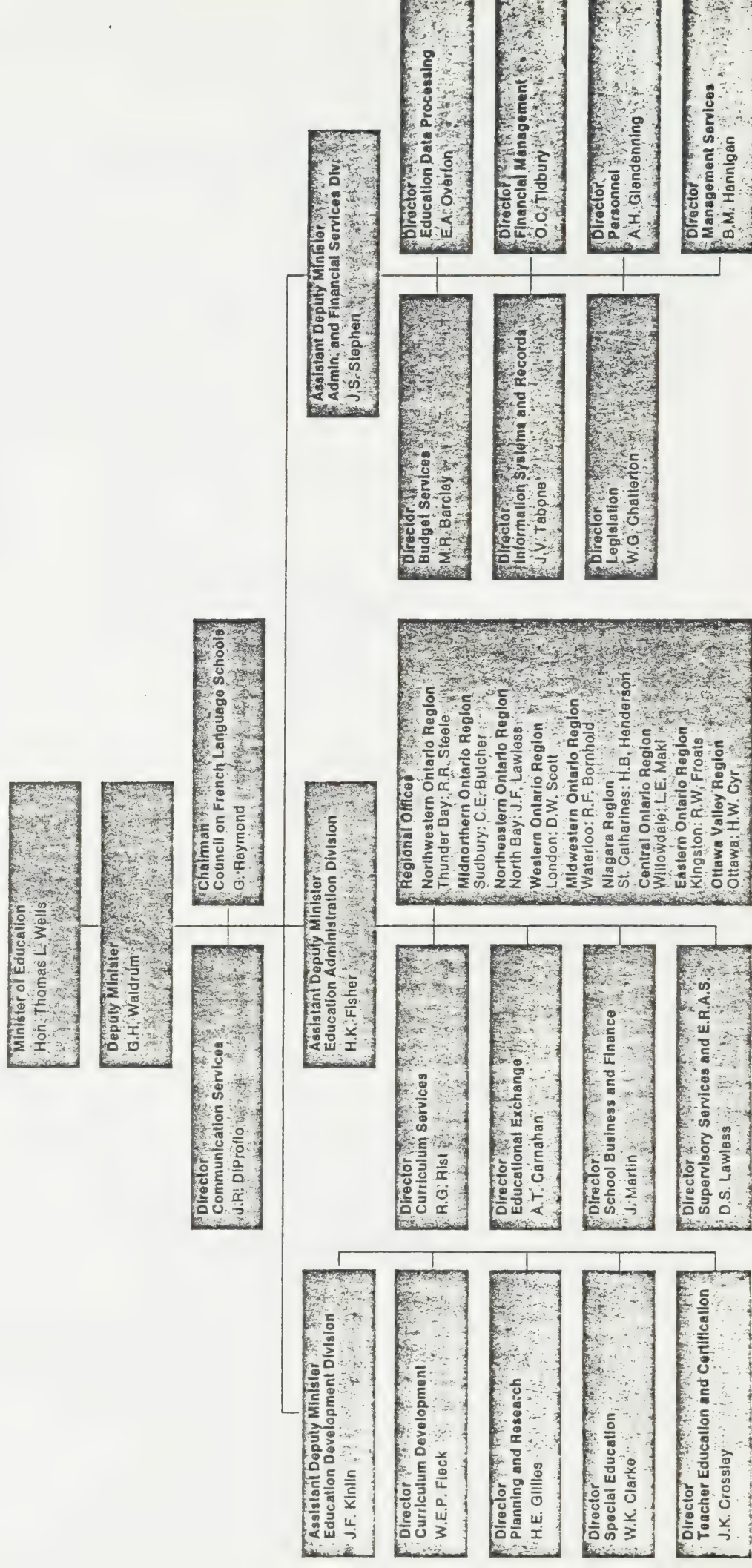
(New Schools, Additions & Alterations to Schools)

(Form Building 15A plus Form Building 17 if applicable)

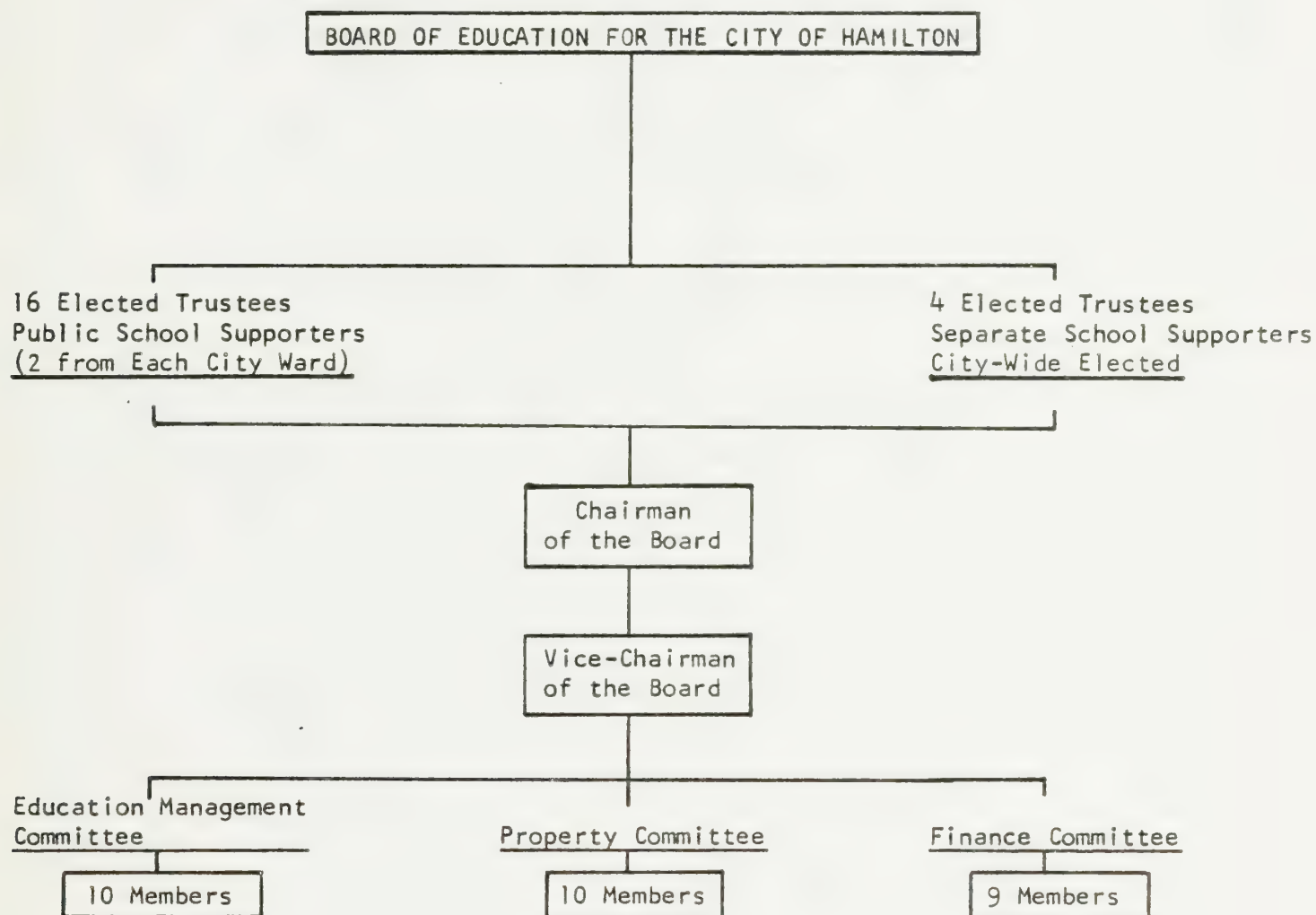


Application by the Board for Ontario Municipal Board Final Approval, and an offer to sell debentures to the Ontario Education Capital Aid Corporation is made after receipt of the Department of Education's Final Approval.

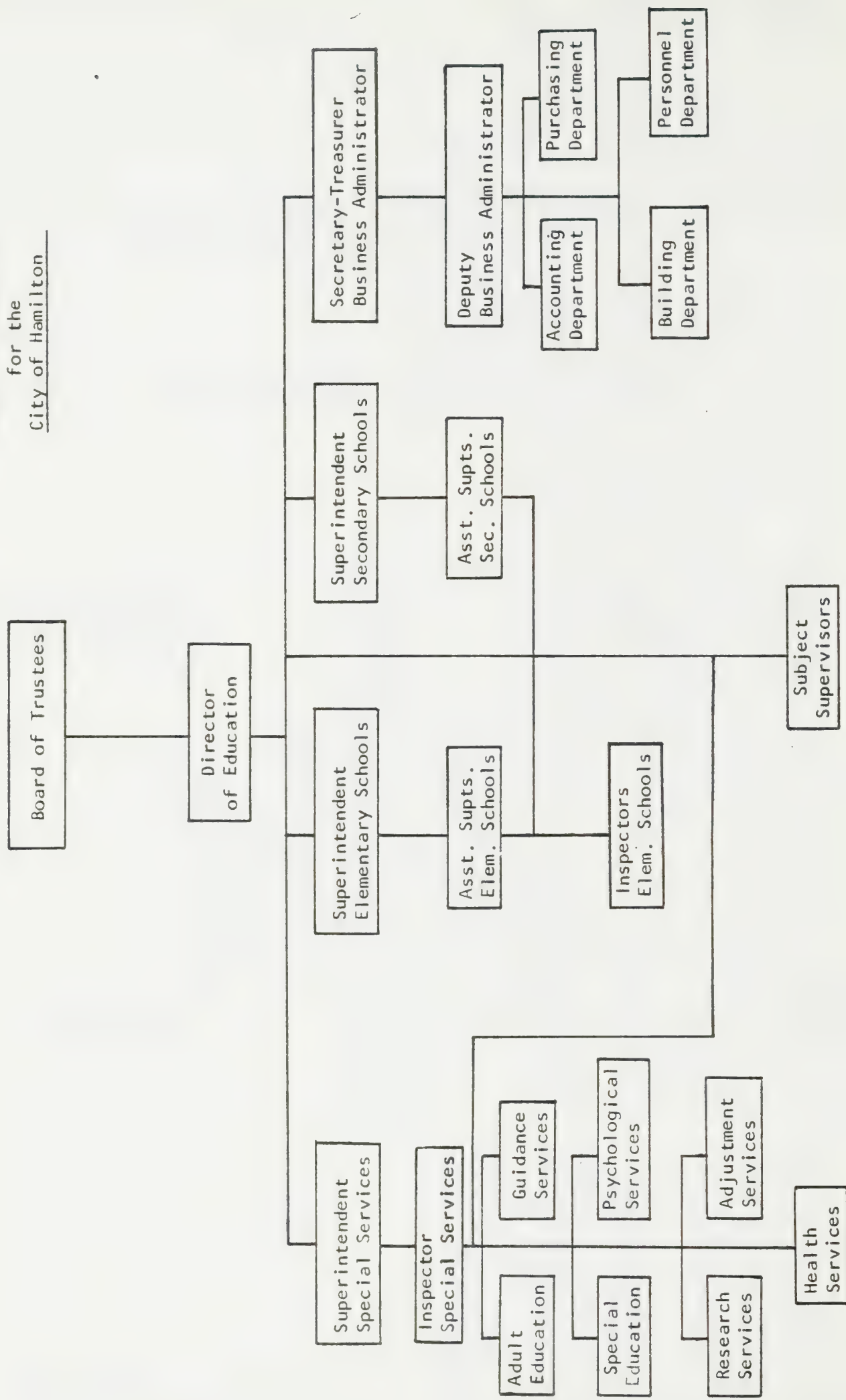
Ministry of Education Organization Chart



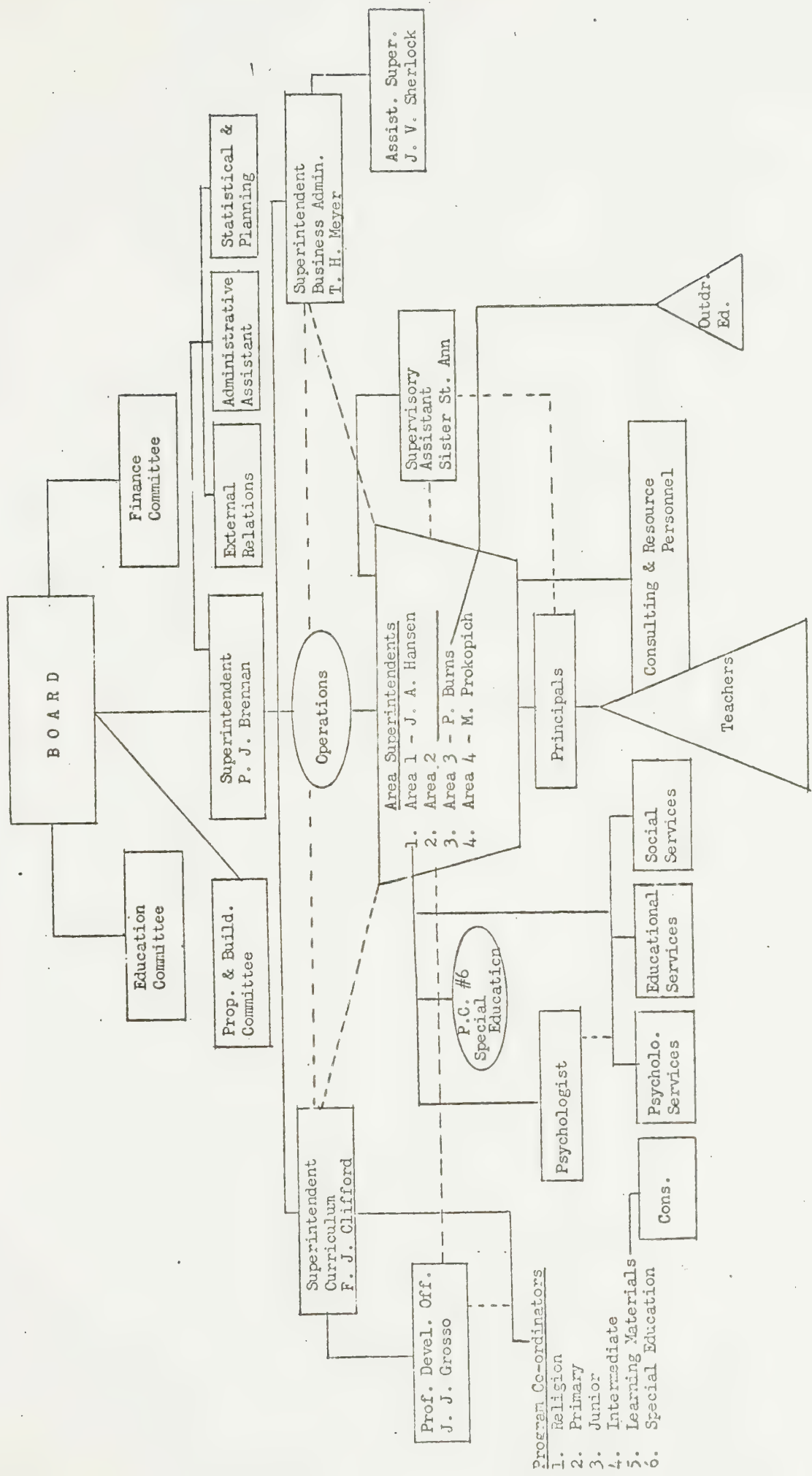
ORGANIZATIONAL STRUCTURE OF THE
BOARD OF EDUCATION FOR THE CITY OF HAMILTON
BOARD OF TRUSTEES



ORGANIZATION CHART
Board of Education
for the
City of Hamilton

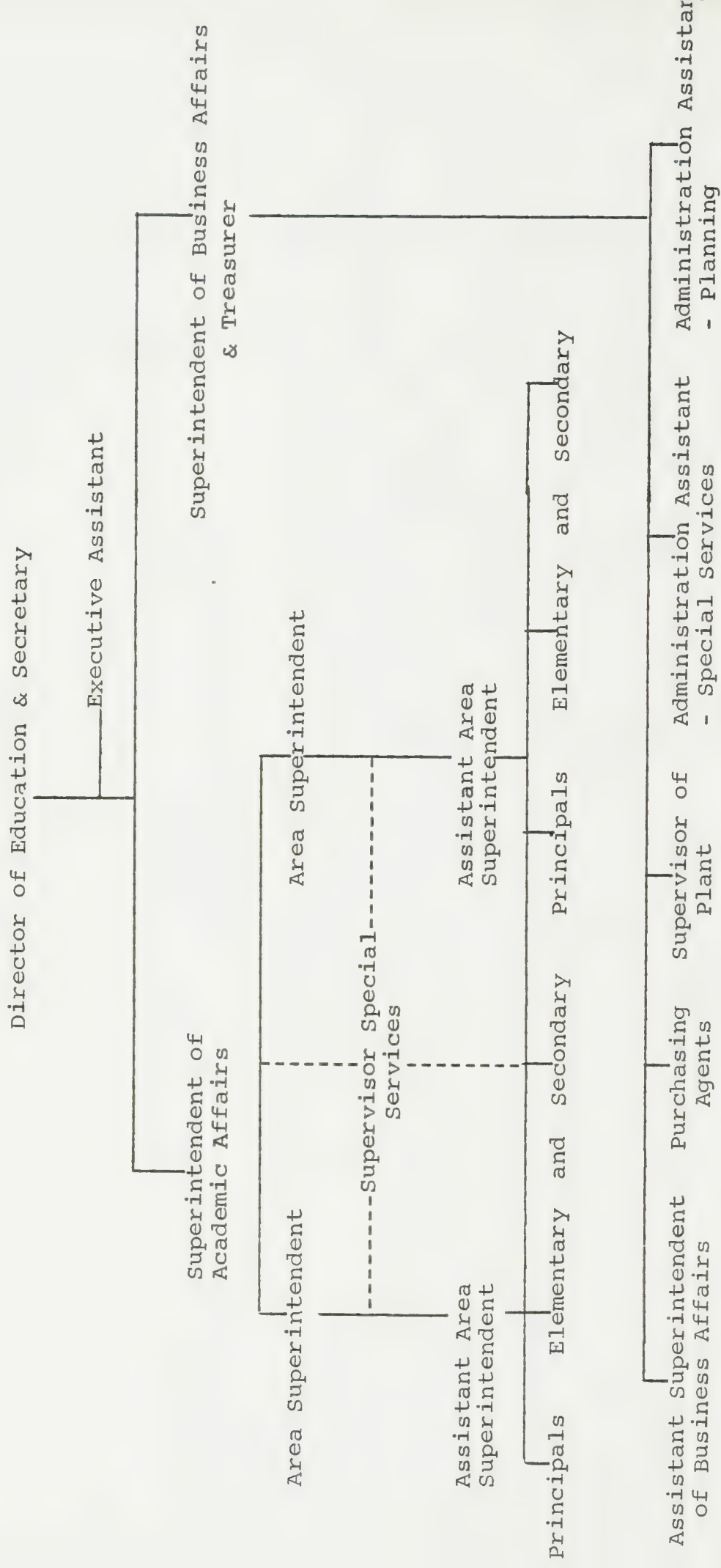


ORGANIZATION CHART OF HAMILTON-WENTWORTH SEPARATE SCHOOL BOARD



THE WENTWORTH COUNTY BOARD OF EDUCATION

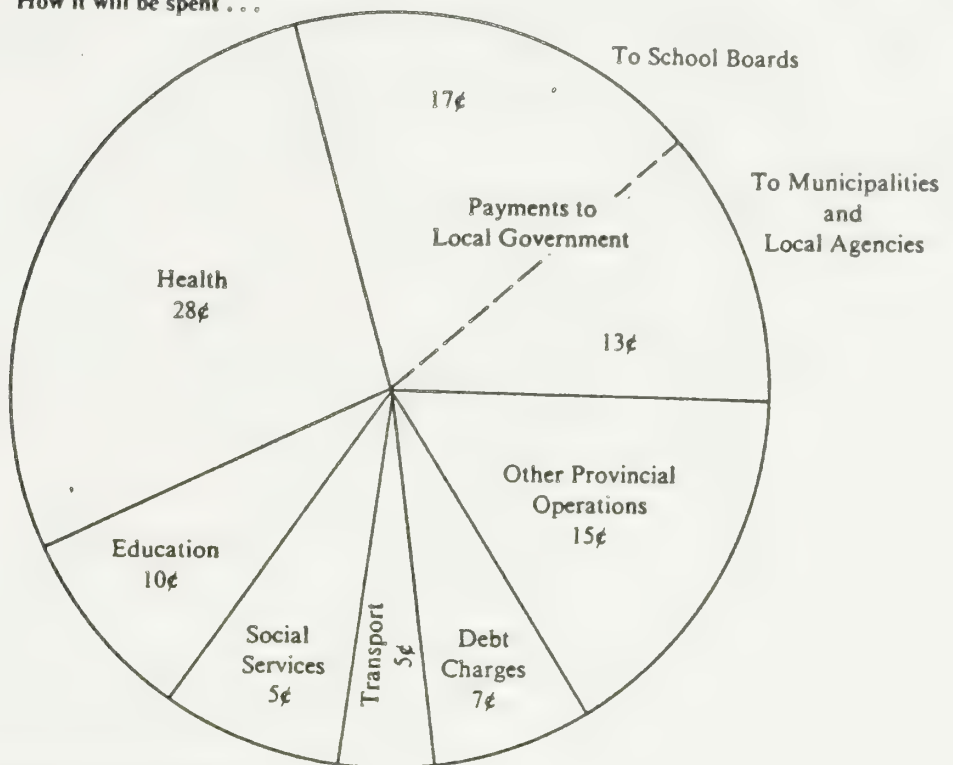
ORGANIZATION CHART



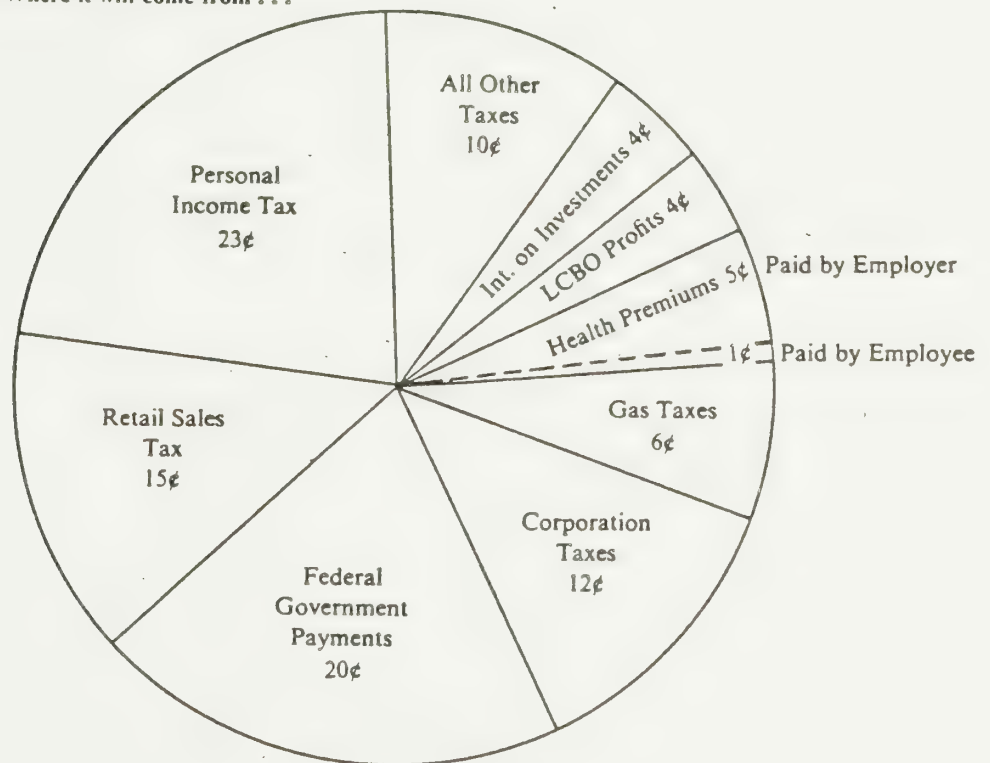
THE BUDGET DOLLAR

Fiscal Year 1975-76 Estimates

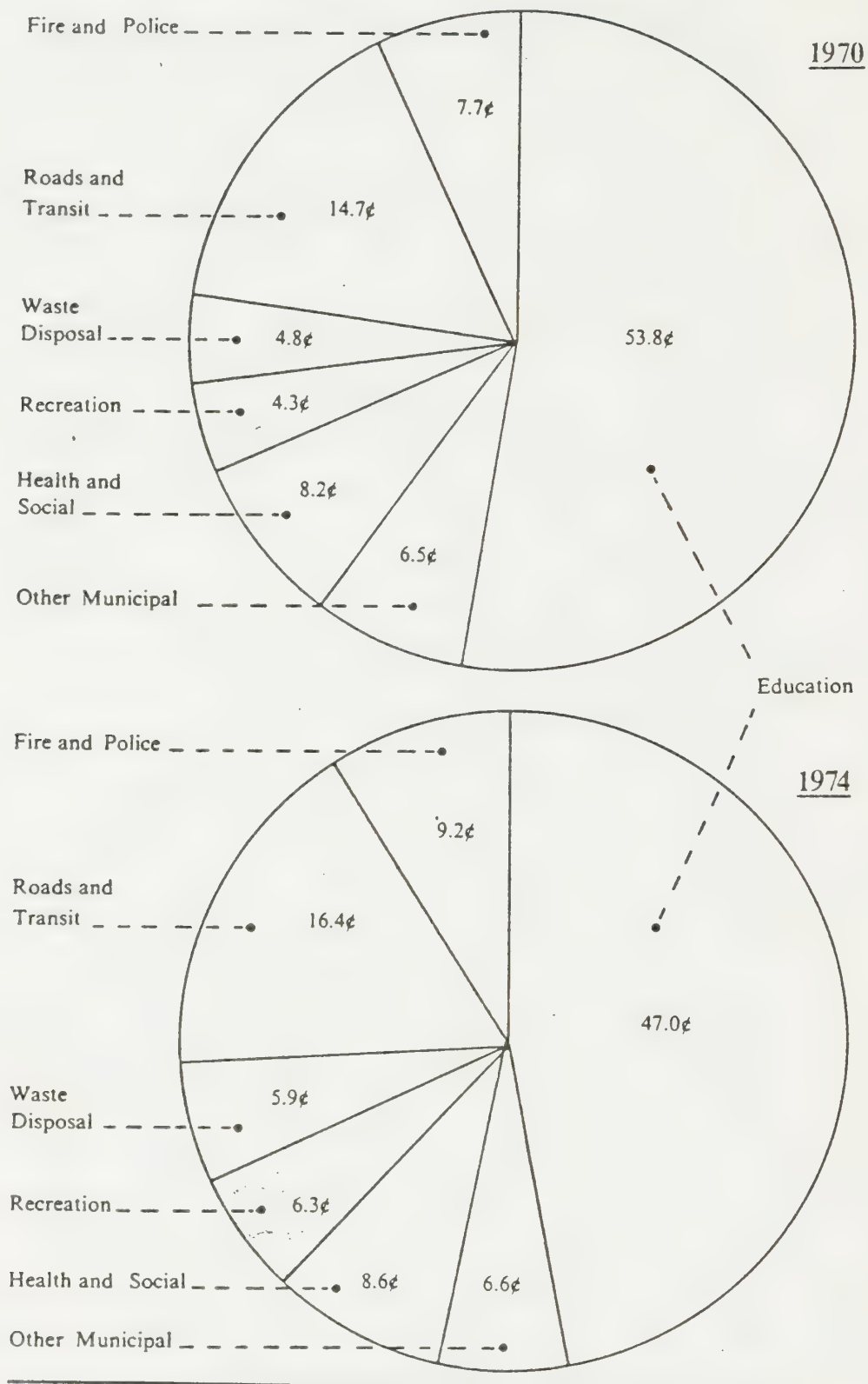
How it will be spent . . .



Where it will come from . . .



Changing Composition of
Local Government Spending



MAPS

THE REGIONAL MUNICIPALITY OF HAMILTON - WENTWORTH

Regional Planning & Development Department

LEGEND

- ELEMENTARY (Public)
- ELEMENTARY (Separate)
- ▣ SECONDARY (Public)
- ⊙ SECONDARY (Separate)
- ◐ SECONDARY (Private)
- ◑ ELEMENTARY (Private)
- ⓧ VOCATIONAL
- ★ TRAINABLE RETARDED
- ▲ COLLEGES / UNIVERSITIES

Scale 1 0 1 2 3 4 5

Date NOV 1975

SCHOOLS

Map No 1

THE REGIONAL MUNICIPALITY OF HAMILTON - WENTWORTH

Regional Planning & Development Department

LEGEND

- Elementary (Public)
- Elementary (Separate)
- ▣ Secondary (Public)
- ◐ Private (Elementary & Secondary)
- ▲ Colleges and Universities

Scale 

Date: Nov. 13, 1975

Revised: July 19, 1976

SCHOOLS

Map No 2





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